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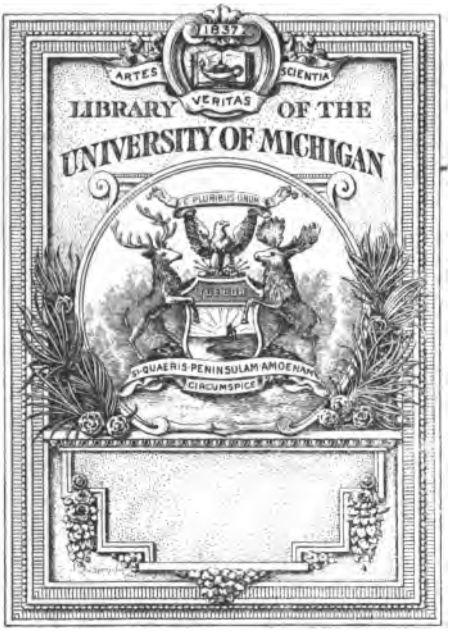

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MASSACHUSETTS TEACHER.

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EDITED BY A COMMITTEE OF

The Massachusetts Teachers' Association.

VOL. V.

BOSTON:
PUBLISHED BY SAMUEL COOLIDGE,
No. 16 Devonshire Street.
1852.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 1.] JOHN D. PHILBRICK, EDITOR OF THIS NUMBER. [January, 1852.

MR. BATES, who was announced as the editor of this number, having declined the appointment, Mr. PHILBRICK, at the request of the Executive Committee, assumed the responsibility of preparing the matter for the press.

OUR JOURNAL.

WITH the present number, the "*Teacher*" enters upon the fifth year of its existence, and we embrace the opportunity which the commencement of a new year affords, to present a brief sketch of its history, design and prospects.

"The Massachusetts Teacher" is conducted by a Board of Editors, who are appointed annually by the Massachusetts State Teachers' Association, of which body it is the responsible organ. It was established because it was believed that our profession needed a paper of its own. Teachers felt that a *Teachers'* journal was needed,—one which would come home directly to their own "business and bosoms." They believed that such a publication might be made a powerful instrument in advancing the interests of education, and of elevating the profession of teaching.

Accordingly, at the third annual meeting of the State Association, held at Springfield, about four years since, a committee was appointed consisting of twelve practical teachers, for the purpose of "devising and carrying into execution some plan for the publication of a Teachers' Journal."

After mature deliberation, that committee agreed upon the following plan for the establishment of a journal:—

1. A journal shall be issued semi-monthly, and be called

"*The Massachusetts Teacher.*" Each number shall contain sixteen pages.

2. This publication shall be furnished to subscribers for $1,00 per year, payable in advance; and if the receipts shall exceed the expenditures, said excess shall go into the Treasury of the Massachusetts Teachers' Association.

3. The several members of the committee shall, in rotation, take charge of a number, and be its nominal and responsible editor.

4. The general oversight of its publication shall be intrusted to an Executive Committee, consisting of four of the Board.

Such is the original outline of the plan upon which the *Teacher* was established. As experience has demonstrated the need of modifications, they have from time to time been introduced ; but the main features have not been changed. At the close of the first year, it was deemed advisable to make the issue monthly instead of semi-monthly, and at the same time a contract was made with a responsible publisher, who agreed to take the management of the business affairs of the concern, and incur the trouble and risk of publishing, for the profits that might accrue.

Subsequently, the plan of conducting the editorial department received some modification. A few pages of each number were appropriated to local and general educational intelligence, notices of new works on the subject of education, abstracts from reports, and miscellaneous items. The management of this department was placed in the hands of the Executive Committee, and we are gratified to learn that this feature of the publication has contributed in some degree, to render it acceptable to its patrons. It is believed that in future, no reasonable effort will be spared to make this department more full and satisfactory.

Some steps have been taken towards another improvement which we are inclined to believe will be a valuable one. At the late annual meeting of the State Association, a sum of money was appropriated to defray the expense of procuring some of the best trans-Atlantic educational journals, in order to enrich the pages of the *Teacher* with what is most valuable in their contents. In Germany, where the art of teaching has been carried to a higher degree of perfection than in any other country whatever, there are more than thirty periodicals devoted exclusively to the cause of education. From this field we hope to reap a rich harvest for our readers.

These are some of the steps which have been taken to elevate the character and increase the usefulness of this journal. Of the success which has attended these efforts we shall not presume to speak. We leave that to the judgment of others. The subscription list of the publisher is perhaps the most reliable index of the estimation in which the *Teacher* is held by our fellow-teachers.

From this source we gather encouragement. Ever since the commencement of the enterprise the number of subscribers has steadily increased. And it is a circumstance worthy of remark, that very few who are exclusively devoted to teaching as a profession, have discontinued their subscriptions. The call for complete sets is a flattering and gratifying indication that it is considered worth preserving in libraries.

The profits of the concern are as yet only nominal, and it was found necessary to draw from the funds of the Association to carry it through the first year of its life.

The practical question which we would now put to the teachers of this State is this, Will you give the "Massachusetts Teacher" a more liberal support, and thus make it more worthy of your patronage, and more worthy of the great interests to which it is devoted? Its future character and history must of course depend in a great measure upon the support you give to it. It is *your* paper, and we wish you so to consider it. If *you* do not sustain it by subscriptions, it must languish. If *you* do not send your contributions to its columns, who will? That it has imperfections we do not doubt. What periodical has not? But let every teacher in Massachusetts lend a hand to improve it, and it will become, if it is not now, the pride of the profession.

We hold that it is the duty of every teacher in Massachusetts to take and read an educational paper, and when we find a person in a permanent situation as a teacher, without such a publication, if we do not conclude there is something "rotten in Denmark," we do feel pained. If any have arrived at such an enviable degree of perfection in the science and art of teaching that they can glean no new ideas from such a source, we congratulate them on their good fortune, and since they do not need a paper for themselves, we can only ask them to help sustain one for the sake of their less fortunate brethren.

It is the design of the *Teacher* "to advance the true interests of our profession, and to promote the great cause of education," and its conductors have labored to accomplish this object. They have also steadily kept in view the importance of making it a *practical* paper, in the best sense of the term; and although they would not discontinue the discussion of elevated topics, and the development of fundamental principles in education, they intend to publish a due proportion of articles upon subjects immediately connected with the duties of the school-room. It is expected that *every number* will contain at least one article adapted to the wants of such teachers as have had little or no experience.

We hope to be able to publish in the present volume, *one*, and perhaps the *three* annual reports of the present Secretary of the Board of Education.

Brother Teachers, with these remarks, we present you with the first number of a new volume of "*The Massachusetts Teacher*," and from our "heart of hearts" wish you all a happy new year.

DRAWING

ON THE PRINCIPLES OF PESTALOZZI, FOR THE CULTIVATION OF TASTE AND INVENTION.

BY PROF. WM. J. WHITAKER,
Principal of the New England School of Design, Boston, Mass.

Entered according to Act of Congress, in the year 1851, by
WILLIAM J. WHITAKER,
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FIRST COURSE.

THIS art is too frequently looked upon as one which only those who have special talent or genius can acquire, and is regarded as an elegant accomplishment, or foible, rather than as one of the parts essential to sound education, and one that will be useful to every man, woman, and child, who will spend the time requisite to learn it thoroughly; and to do this, no more talent or genius is required than serves us in many other branches of study. It may become familiar to all who have the necessary amount of patient perseverance to overcome the absurd prejudices of narrow conventional bonds, and to wade through the apparently dry routine of small matters requisite to thoroughness in any branch of education. The necessity of knowing how to draw must be apparent to every teacher who desires to do his or her work effectually, as they daily require its aid in the routine of school exercises; and to teach many branches without making liberal use of it, is almost impossible.

Suppose, for instance, we take geography as an illustration. The children may have never seen mountains or rocks. But by a few strokes with a crayon on the blackboard, they appear before their wondering eyes, and by well directed description, the size, extent, general features and character are all made clear; the more so because done by a teacher's hand. In a lesson in the old country on Wales, the mountains of course came in, were drawn and described. The teacher proposed to ascend one of the highest, and it was done in imagination. They came to the base, clambered the sides, now and then rolling down, or slipping back many feet, found themselves a good way from the summit, which a moment before they expected soon to reach; at last the task was done, and after enjoying the view from the top, the descent began. One little girl remarked, when safe at the bottom, "I am so glad we are safe down, I feel so tired." And yet the class had scarce moved during the whole lesson. Not alone in this subject is it useful, but in almost every branch —even in arithmetic it aids us in measurement; and in the more advanced studies, as geometry, geology, botany, physiology, and the mechanical arts, how essential to both teacher and pupil.

In children it cultivates, if properly taught, the powers of observation, and leads them to investigate many things they would never have dreamed of without it.

Let us endeavor to make it a branch of education for its own intrinsic value, and for a still higher purpose—that of cultivating among the people a universal love of beauty. We shall thus improve art, manufacture, and public taste. The hideous forms too frequently seen on ladies' apparel must disappear and give place to designs becoming the wearer, and such as will be in perfect harmony with the highest form of material development. Our dwellings will be improved, for all that belongs to their ornamental and useful furniture and decoration must be changed so that it will be in keeping with the improved taste and appreciation of all beautiful productions, whether manufactured or natural. Beauty will become cheap, and its influence on society will increase as it becomes more universal among us.

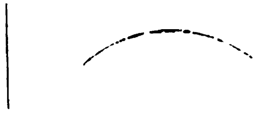
To the pupil it is important, more especially in after life, for its connection with manufacture is so extensive that it is impossible to define its limits, or tell when its usefulness ends.

The modes of teaching drawing, or that which appears something like it, are extremely varied—mezzotints, poonah, monochromatic, and other humbugs of the same school. But what do they all amount to?—Mechanical effect!—but fail to give one real vital principle.

Then we have copying, a mode made by far too much use of, and one that fails to give us the power we require—that of producing new and original ideas. If we copy a thousand prints or drawings, it will not enable us to produce one idea of our own, or even to sketch the simplest object from nature.

We have the new method of commencing with drawing from models, which is better than the last, but this also fails in many particulars. We have to develop the laws of perspective, which we do not see their necessity, or understand their use; therefore we must seek some method that will first give us the power of drawing with freedom, and awaken thought, and by such means produce wants from which principles and laws will come in natural order. It is this kind of drawing we shall attempt in the present and succeeding papers to illustrate and develop. We call it Inventive Drawing, and commence in the simplest possible manner.

All Drawing may be reduced to one element—the line. Lines are of two kinds, straight and curved.

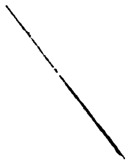


A straight line describes the shortest distance between two points, and has its sides equal. All lines are straight, whatever their position may be, if they have this character.

The curved line differs from the straight one, as it always changes its direction, and has its sides dissimilar, one being concave, the other convex. We commence with the straight line, and find its position can be varied, as the

Perpendicular.

Horizontal.



Slanting.

Sometimes another term is applied to perpendicular lines, viz., vertical, but not always correctly. All lines that are vertical, (or at right angles with the plane of the earth,) are perpendicular; while all perpendicular lines are not vertical. A ship when in dock lying perfectly still has its masts vertical; as soon as it becomes exposed to the action of the wind and waves, they lose their vertical position, but remain pependicular to the deck of the ship.

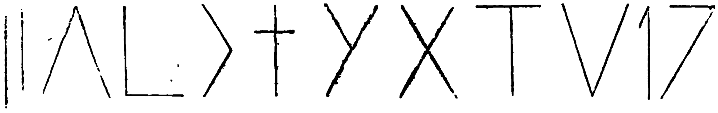
We define a perpendicular line, as one standing erect on its end.

The horizontal, as a straight flat line, illustrated by the floor, the ceiling, the surface of water, &c.

The slanting line, as one that is neither perpendicular nor horizontal, and also less arbitrary in its character, for the two first will not admit of any modification, while this may incline, more or less, to the right or the left.

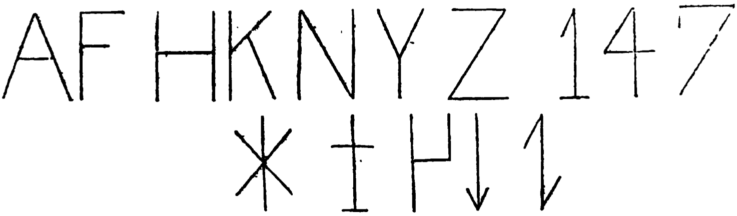
Combination means simply to put together. But we necessarily divide it into two parts, relative and positive. Relative, when, like parallel lines, essential to one another, but not joined; positive, when actually touching each other. The uses of this will be seen more clearly in the next paper.

We now commence our exercises by giving for the first lesson, the combination of two straight lines. They may be put together in any way the mind can suggest, and will admit of more variety than may at first appear, as,



Many others may be produced, but it is necessary that each combination shall represent a different idea.

2. Combination of three straight lines. This may be arranged in two parts—1st. Representations of familiar objects, as letters of the alphabet, numerals, &c., and the more ideal arrangements, of which great varieties will be found.



3. Combination of four straight lines, proceeding in the same way. Never hurry over any step, but always dwell sufficiently long to do your work effectually. This concludes the exercises with simple lines; each will be found to give greater powers of production than the former, and much more varied in their forms.

A few hints on holding the pencil may not be out of place.

To draw lines correctly, it is requisite to pay attention to the following rules:—

1st. The pencil must be held as loosely as possible in the hand for straight lines, and grasped firmly for curved ones.

2d. The pencil must always be held at right angles with the line to be drawn—that is, horizontal when the line to be made is perpendicular, and perpendicular when horizontal.

3d. Perpendicular and slanting lines must be begun at the top, and should be made perfectly clear and definite—the painted by going over and over again; horizontal, lines from left to right.

4th. The lines drawn should never be carried beyond what is technically called the natural scope of the hand; that is, as far as the pencil can be carried without bending the joints of the fingers. The fingers and thumb should be held as nearly straight as possible, so that the pressure may be even.

By attention to these rules and steady perseverance in their use, neatness and precision will be certain to be acquired.

(*To be continued.*)

ELEMENTARY ARITHMETIC.

Mr. Editor:—In complying with your request to contribute to the Teacher, an article on arithmetic, I shall confine myself chiefly to practical suggestions on that part of the subject which comes within the province of primary school teachers, not hesitating, when necessary, to dwell on "little things."

It may be safely asserted, that a person who thoroughly understands the nature and use of numbers and numerical operations, with the methods of representing both, and of performing the latter, and who has such mental training as will readily enable him to determine from the conditions of any given problem what operations are necessary to its solution, is a good arithmetician, such as it should be the teacher's object to make of every pupil in this department. But can this object be accomplished? We answer, unhesitatingly, that it can be to a very great extent, if the teacher will begin at the right place, and give only the right kind of instruction. He should see to it that each step is taken at the right time and in the right direction, that each number and each process is thoroughly understood before passing to the next, that no bad habits of study are formed, and that nothing is learned that will afterwards have to be unlearned.

As true ideas of the nature and use of numbers and numerical operations are the foundation of all arithmetical knowledge, they are most important to be taught. Any vagueness or uncertainty with reference to them, will make the whole subject obscure, and cause the most simple things to appear complicated and difficult, while a clear comprehension of them ensures rapid and easy progress, and final success. It is unfortunately the case, that the method of exciting these first ideas, receives but a small share of the teacher's attention, and that the first lessons are usually taught with less skill than any subsequent ones. Words are allowed to take the place of ideas, and that which ought to be made an interesting and attractive study, becomes dull, dry, and forbidding.

One cause of this is, that too much dependence is placed on the text book. The text book is, in reality, of very little use till the idea of number has become fixed and definite in the mind. The first lessons can only be successfully given by the living teacher. It is for him to devise such illustrations and explanations as will best impart the idea, awaken thought, and develop mind. The most common visible objects, such as nuts, pebbles, books, &c., will furnish materials for all necessary illustrations. Formal apparatus, such as numeral frames, tables, and pictures, is unnecessary, and often injurious. No one set of objects should be exclusively used, for in that case, there would be danger of the child's confounding the idea with its representative object. The recently proposed method of using the left hand as a counting frame, having the fingers and certain other defined places on it, represent each a number, seems to me to be false in theory, and pernicious in practice. An eminent English writer, speaking on a similar topic, says, "I have seen a child who, when asked to point to three, would show the third finger of his hand." To call over the words, *one*, *two*, *three*, &c., does not of itself, teach counting, nor does it impart any ideas of number. Those ideas are independent of the language used to express them, and should be formed in the mind before their representative word or sign is given.

Unity, or one, is the first thing to be taught, and as all other ideas of number grow out of this, and are measured by it, too much care cannot be taken to teach it well. Call the attention of the class to any single object, and lead them to apply the term one to it. Call their attention to another object in the same manner, then to another, then to another, and so on, leading them to apply the term one to each; e. g., one book, one chair, one apple, one boy, &c., &c. Let the scholars point out objects for themselves, and apply the term one to each. Let them also apply it to things absent, and to actions as well as things. By such varied applications, the abstract idea can be obtained. The *character* 1, may now be given, and after teaching the pupils to write or print it, it will be a valuable exercise to have them write it on their slate as many times as they can think of things to apply it to.

To teach the number two, call attention to each of two objects, and then putting them together, explain that when one thing and one thing are considered together, we call them two things. Questions like the following may be asked, illustrating each question by performing with the things the indicated operations. "Here are 1 bean and 1 bean; what will you call them?" "How did I obtain the two beans?" "If I should take away 1 bean, how many would be left?" "One book and one book are how many books?" Giving the pupil one thing, ask, "How many more things must I give you that you may have two?"

The *character* 2 should be taught and applied as was 1. Write such an expresion as 1+1, and, explaining the character +, at first, as *and*, and afterwards, when its use is well understood, as *plus*, let the pupils read it, applying the numbers to things of their own selection. Thus, "one book and one book are two books," "one horse and one horse are two horses," &c. If no pupil be allowed to repeat a name that has been mentioned by any other, the class will soon exhaust their vocabulary of familiar words. Then if the teacher is skilful, will come the thinking time of the recitation, and the countenances of the children will attest to its interest and value as a mental exercise. Such exercises are as valuable considered with reference to language, as with reference to arithmetic.

Examples descriptive of real or fancied transactions, should be stated by the teacher, and, as soon as may be, by the pupil; e. g., John had 2 cents and he gave away 1; how many did he have left? Susan found 1 apple, and her mother gave her 1; how many did she then have?

Extend these a little by introducing new conditions, and we have all the interest of a story, in an example requiring thought and care in its solution, though involving no numbers above those the pupil has yet learned.

Thus,—A little girl had 1 apple, and her mother gave her 1 more. She then gave 1 to her little sister, after which she found 1 under a tree. On her way to school, she lost 1, gave 1 to a poor woman, and received 1 as a present from a school mate. On her way home, she ate 1, and on reaching home, her father gave her 2. How many did she then have?

Introduce the number 3 in a similar manner, and thus proceed with the numbers as far as 20, mastering each before passing to the next.

If any object that this method is too slow, and that they have not time for it, we refer them to the closing paragraph of a valuable article on Intellectual Arithmetic, in the Massachusetts Teacher for November, 1851. D. P. C.

West Dedham, December, 1851.

There is nothing purer than honesty; nothing sweeter than charity; nothing warmer than love; nothing richer than wisdom; nothing brighter than virtue; and nothing more steadfast than faith. These united in one mind, form the purest, the sweetest, the richest, the brightest and most steadfast happiness.

MR. SHERWIN'S ADDRESS.

At the opening of the annual meeting of the Massachusetts State Teachers' Association at Fitchburg, Thomas Sherwin, Esq., President of the Association, welcomed his fellow-teachers, in a brief, but very appropriate address. He spoke, substantially, as follows:

Friends and Fellow Teachers:

The physical laws of the universe have again brought round the rolling year, and with it our pleasant anniversary. The great law of progress, the attractive force of humanity, working in the human heart, bringing into action and concentrating the efforts of man for the improvement of his fellow man, has again brought us together. We rejoice to meet so many endeared and familiar faces. Thanks be to the Author of all good, that the life, the health and usefulness of so many have been thus far spared. But there exists between us a bond of sympathy stronger than mere acquaintance or general friendship. We are all engaged in a common cause, a cause second to none in importance, inferior to none in its bearing upon the destinies of the world. Every one earnestly engaged in promoting this cause, deserves the title of, and shall receive the regards due to, a brother or sister.

We meet, my friends, for mutual encouragement and mutual improvement. The nature of our calling, the delicate framework of the youthful mind, the impressible nature of the childish heart, the influence we may and must exert, either for good or evil, are such as to justify, nay, to demand all possible exertions to qualify ourselves for the intelligent, faithful and successful performance of the duties of teachers.

The ripple marks of the antediluvian waves, the impress of the rain-drops which fell many thousands of years prior to the existence of man, even the footprints of the wind, that swept gently or violently over the face of the uninhabited waste, remain stamped in the adamantine rock, and present a meteorological journal, almost as accurate as that traced by the pen of the philosopher within the current year. So the impress of our exertions, what we teach, whether by precept or example, our successes and our failures, will be transmitted to generations thousands of years hence; and remain indelibly inscribed upon the various strata of human life. Or rather, like the great and mysterious alembic of nature, which transmutes the coarse carbonaceous materials of the earth into the precious sparkling diamond, the school-house, with its proper agencies and the home culture, elaborates the being, which otherwise would be little above the brute, into a highly intellectual and moral being, approximating in dignity to the angels of light. Or if these agencies and this culture are perverted, and we exercise a malign influence, the subject of our labors may become, almost without a figure, an angel of darkness.

How momentous then is our calling! How potent for evil may become our ignorance, our remissness, our bad passions, or our baneful example! A single mistake uncorrected, a single instance of injustice unrepaired, may transform an infant Newton into a mere calculator of usurious gains, who looks with stolid indifference upon the orbs of the celestial universe, or a youthful Howard into a Nero, who revels in the conflagration and death of all around him. Nature indeed makes great original distinctions in man, but genius without culture is like the giant Typhœus, imprisoned and grovelling beneath the isle of Sicily, and great powers perverted send desolation and moral death throughout the entire sphere of their influence.

It is well, therefore, that we strive to improve ourselves in all that embellishes and strengthens, in all that purifies and extends the sway we may exert. It is well that we meet to take counsel of each other. It is well that we endeavor to form a just estimate of the power we may wield, and of the usefulness and respectability, I might say, dignity of the teacher's office. We shall go home with a keener relish for our labors, prepared for a more exquisite enjoyment of success, and with a stouter heart to brave the troubles, and endure the perplexities, trials and disappointments, with which every philanthropist, whether conspicuous or obscure, must inevitably meet.

I have alluded to the respectability of teaching. Let me not be misunderstood. I mean its real, inherent respectability, not the esteem which it receives in the eyes of the world. True, Seneca, Socrates and Plato were teachers; Dr. Johnson was a teacher, how much soever his sycophant biographer would conceal or extenuate the fact; our Lord and Saviour was the Great Teacher. Yet it has been a favorite theme with some distinguished writers, and the vogue with many self-styled eminent persons, to ridicule and degrade the business of teaching. If they despise what they are pleased to regard as our mean calling, let us in our turn, (so far as we may consistently with Christian charity,) despise their mean characters. We shall then be quits with them.

Nevertheless, I fancy that I hear some repinings that our names are not inscribed on the rolls of fame, that we are obliged to toil hard for a mere competency, nay, perhaps forego most of the luxuries and many of the conveniences of life. Had you wished to enter the arena of ambition, to resort to the arts which gain the popular applause, to involve yourselves in intrigues by which to thwart your rivals, to submit to the violations of conscience which a tortuous policy requires, to undergo the anxieties attendant on a thirst for fame, and endure the disappointments and mortifications unavoidable in the pursuit of it, your names might perhaps have resounded in the public ear, and been written on the pages of history,—at least, on those of an annuary. Again, had wealth and that vulgar aristocracy which wealth confers been the sole aim of your life, had you descended to the mean tricks of trade, pondered by day and dreamed by night upon your profits and losses, wasted your body and besotted your soul in plans for buying cheap and selling dear, tossed intellectual happiness and moral approbation to the winds—in short, turned pagan and worshipped the golden image, you might perhaps have rolled in your splendid carriage, and been almost as meritorious as the beasts that dragged you. But you have not chosen to take the means too often necessary to secure fame or riches. Be content, then, with the estimate in which your labors are held, satisfied that the most useful is the most honorable life.

GOOD ADVICE TO BEGINNERS.

We welcome to our pages the following letter from a fair correspondent. Such communications are "twice bless'd." They benefit the writer and the reader. Shall we not have more of them?

My Dear Friend:

I am sorry to learn from your communication that you are so sadly discouraged with the class of pupils you have the good fortune to have in charge. I say *good* fortune, notwithstanding your decided opinion to the contrary, for it certainly is such, if you have health and strength sufficient to lift them above their present state. Of the principal faults, deficiencies and obstacles you mention, I see none that have not been experienced by many teachers in country schools, and that have not been remedied. You know the old adage "What man *has* done man *can* do." First, you are troubled by the unnecessary absence and tardiness of your pupils. The best remedy that I can recommend to you, is to make them *interested* in school and school duties; do this, and half the work is accomplished. In order to effect this desirable state of things, you must be in your school-room in season, yes, more than in season. Be there ready to talk with your pupils; tell them interesting anecdotes that you have heard or read. Tell them, perhaps, to begin with, that you have a very interesting book that you will read to all who will be in the room fifteen or twenty minutes before the school session commences. Get them interested in assisting you about any little matter that may occur to you, such as assorting pictures or shells, and if you have none that are disarranged, perhaps you might put some in disorder for the occasion. Give your pupils something to expect from one session to another,—only make them feel a wish to be in the school-room, rather than away, and parents will seldom require the services of a child so much as to refuse a request to attend school. Show the pupil that you *do really care* whether he is absent or not, and let him feel that he has lost something quite interesting by being away, and you will at least have made an impression that will influence him in future to more constant attendance.

But there are some that cannot be induced to attend, in this way. These must be looked after by you in several ways. Call and see the parents,—call when you are walking to school, to see if the pupil will not join you; make both parent and child interested by awakening their pride. Every pupil has some excellencies. Perhaps one is a good writer, another a good reader, and in whatever he excels, he will feel the most interest. Through this one point, whatever it may be, you may gain a hold on the pupil's mind, and interest him in other exercises of the school, and with much care and labor on your part, you can secure a good average attendance.

You say you have no conveniences. That certainly is a great hindrance to the progress of your pupils; but if you have none, you must make them, at least, substitutes for conveniences. If you have no blackboard, take a common pine board, and if you cannot procure that readily, use the funnel of your stove; *that* will show a chalk mark, and although it may not be the most convenient thing imaginable, it is better than nothing. If your entry is minus apparatus for hanging clothing, your boys will undoubtedly be delighted to bring nails and to drive them for you. You can, with a little trouble, cultivate a spirit of neatness. Encourage pupils to come with neatly washed faces and hands and nicely combed hair. If you have not experienced the effect of these things, you will be surprised at the alteration they will make, not only in the appearance of your school, but in the behavior of your pupils. You complain of listlessness and indolence in your school-room. I think if you succeed in making your scholars interested, these evils will gradually disappear. Be sure that every one in the room has something to do *all* the time, and you will generally insure quietness. Allow those that can write, to copy a few lines from the Reader, or any other book that you choose, and if it is well done, commend the neatness and correctness of the performance. Be sure to praise the work if there is a single point that will admit of praise; at the same time, pointing out the faults in a way that will *en*courage, and not *dis*courage.

Say, for instance, to a pupil that you may see idle, "Mary, be as quick as you can, in the preparation of your Geography lesson this morning, for I have something I wish you to do for me when you have learned it." You will often obtain a half hour's quiet study, and consequently a well-learned lesson from a careless pupil, if some pleasant exercise is held out as an inducement to the careful preparation of the work assigned.

Lead your pupils, instead of driving them; that is, all that *will* be led: there are some that *prefer* to be driven; comparatively few, however, as far as my experience has taught me. *Work* on, and hope ever—must be the teacher's motto. Nothing but hard, constant labor, will accomplish your object. Put your whole soul into the duties attendant upon the school-room, and *work;* you cannot fail to accomplish *something*. Y.

MASSACHUSETTS TEACHERS' ASSOCIATION.

SEVENTH ANNUAL MEETING.

Fitchburg, Nov. 24th, 1851.

THE meeting was opened with prayer by the Rev. Mr. Bullard, of Fitchburg.

The President then welcomed the Association to this, their Seventh Anniversary, and, at the close of his address, signified his intention of declining to be considered a candidate for re-election.

The report of the Treasurer, J. A. Stearns, Esq., of Boston, was then read and accepted.

The subject of publishing the proceedings and lectures of the Association was introduced, and discussed by Messrs. Parish, of Springfield, Philbrick, of Boston, Greenleaf, of Bradford, and Poor, of Hopkinton. On motion of Mr. Parish, a committee of three, consisting of Messrs. Parish, Philbrick, of Boston, and Blake, of West Tisbury, were appointed to take the subject into consideration, and report thereon on Tuesday morning.

At the appointed hour, a lecture was delivered by D. B.

Hagar, Esq., of West Roxbury, on "The Importance of Cultivating the Reasoning Powers, and the Influence of Schools in relation thereto."

The Lecturer first considered some of the essentials to correct reasoning, and then showed their application to the art of instructing.

1st. The importance of knowledge, as the foundation of all reasoning, was enlarged upon: since "reasoning" is the process by which unknown truths are deduced from those which are known or admitted, a thorough acquaintance with all facts having a bearing upon the subject, is requisite for arguing rightly upon it:—nothing so much tends to diversity of opinion as want of this familiarity with the subject, whether in politics, morals or religion. "A little learning is a dangerous thing," because it is made the narrow basis of opinions and actions.

2d. A proper selection of facts is necessary to correct reasoning.

3d. Proper arrangement and classification must be regarded.

4th. In order to present our argument with the greater cogency, we must likewise be able to recall our ideas in the order we have assigned them. The last step in a course of reasoning, is, to draw the conclusion. Care must be taken not to predetermine this, and that it be not the result of prejudice. But when, from a careful train of reasoning, a certain opinion seems to be right, or a certain course of action appears to be our duty, the one should be firmly maintained, and the other boldly pursued. The above principles were forcibly illustrated by a judicious reference to their application in real life as instanced in the practices of the historian, the politician, the lawyer, the physician, &c. Then, as to their application in the labors of the school-room. The teacher must both impart knowledge, and teach his pupils how to obtain it for themselves. As the knowledge which the child receives at school is exceedingly small, compared with what he learns when he goes into the world, it is more important to teach him how to learn, than to store his mind, without imparting the ability to collect for himself. The scholar may bear away from the exhibition many a golden prize, and yet be unable to investigate a subject out of the beaten track. Knowledge in the branches usually taught in our schools is indispensable, but if the pupil be not, at the same time, taught to investigate for himself, he will go from the school, poorly fitted for the active duties of life. How shall we avoid such a result? By cherishing a spirit of investigation. Stimulated by this spirit, the child will break his rattle, or the mirror, search the house from attic to cellar in pursuit of information. Cherish, then, this spirit. At the same time, encourage the child to surmount obstacles of its own accord. Pupils should be taught to consult other books and authorities than merely those which are prescribed as their text-books; but in this, due regard should be had to the age of the pupil.

The topical system of instruction, under the skilful teacher, will be attended with the most gratifying results, especially in Geography and History: thus, instead of committing to memory pages of the Geography, let any country, as England, for instance, be given to the class as a subject; then select the topics to be discussed, as its latitude and longitude, its boundaries, surface, mountains, bodies of water, rivers, natural curiosities, capital, chief towns, government, commerce, agriculture, manufactures, civilization, characteristics of the people, &c.:—let these be investigated, in whatever sources, and be recited not as if whole pages had been committed to memory, but as from a mind well stored with information, and able from its abundance to impart in language its own, and, as it were, extemporaneously.

Familiar philosophical discussions on natural phenomena of daily occurrence, will be useful in fostering this love of investigation. Encourage the pupil to present questions, such as arise in his daily observation, record them in a book for the purpose, and give him credit for them; then, at a convenient time, select some one of them for discussion and explanation. Moral as well as physical subjects may be presented by the older pupils. The influence of the instructor should go with the child beyond the school-room, and should follow him to his home, and there direct his course of reading: he should be taught to read books and the newspapers with the view of gaining knowledge which shall be of use to him hereafter. He may gather from the papers and periodicals many valuable statistics, and classify them. He will then read with close attention and careful reflection.

We have abstracted thus much from the lecturer's development of the first principle of correct "reasoning" and its application to the business of instruction: want of room forbids our pursuing it further. We subjoin the closing page of the address.

"It becomes us to consider whether our earnest efforts are really directed to the ultimate well being of our young charge, or solely to our personal advantage. By sacrificing thoroughness to brilliancy,—a gradual, but healthy development, to one which is forced and injurious, it is possible to attain a seeming success that shall excite the warmest admiration, and impart to us a fleeting honor: but let us beware lest our work be like some splendid achievement of pyrotechnic art, which, for a moment, delights, dazzles and astonishes, and then leaves behind nothing but a blackened, worthless frame.

Well indeed may we sometimes be overwhelmed at the thought of our great responsibility; still, patience will not labor in vain, and fidelity always brings its rich reward. With responsibilities, come discouragements; and we may at times be surrounded by a sea of difficulties, but if we surmount them boldly, they will be to us like the waves that lifted Noah's ark, and bore it nearer Heaven.

Sow we, then, the seeds of knowledge in patience and in hope. It is a great and noble work which God has given us to do."

> "How beautiful who scatters, wide and free,
> The gold-bright seeds of loved and loving truth!
> By whose perpetual hand each day supplied,
> Leaps to new life the bounding heart of youth."

TUESDAY'S SESSION.

The subject of Prizes for Essays was introduced by Mr. Philbrick, of Boston, and was discussed by that gentleman, and by Messrs. Reed, of Roxbury, Hammond, of Monson, Pennell, of Lawrence, Greenleaf, of Bradford, and Mansfield, of Cambridge, and was then laid upon the table for future disposal.

Rev. Mr. Peirce, of West Newton, offered an amendment to the Constitution, to wit: that the word "male" be stricken from the 2d article of that instrument, so that any practical teacher may become a member of the Association. Mr. Peirce prefaced his amendment with remarks on its importance. He considered it in accordance with the improving spirit of the age, and stated, that, owing to the restriction on membership which the 2d article imposed, many teachers who would gladly have availed themselves of the advantages of membership, had been excluded. After further remarks upon the subject by Mr. Greenleaf, of Bradford, the amendment was laid on the table to be brought up at the eighth Annual session.

Mr. Peirce then offered the following resolution, prefacing it with introductory remarks.

Resolved, That, as the sense of this Association on the subject, it is the duty of teachers to discourage, by their instruction and their example, the use of tobacco.

Mr. Stearns, of Boston, opposed the passage of the resolution on the ground that it would compromise the free action of teachers, and that many who would silently acquiesce in it, would practise in opposition; such a course would savor somewhat of hypocrisy: he was, however, opposed to the use of the article referred to in the resolution. Messrs. Greenleaf, of Bradford, and French, of Waltham, denounced in the strongest terms the use of tobacco in all its forms, and urged the passage of the resolution. On motion of Mr. Parish, of Springfield, the subject was laid on the table for future disposal.

Mr. Philbrick, Chairman of the Committee on the Massachusetts Teacher, reported the following list of Editors for the ensuing year, viz.:

For January—1852—Joshua Bates, of Boston.
" February—F. N. Blake, of W. Tisbury.
" March—Charles J. Capen, of Dedham.
" April—C. C. Chase, of Lowell.
" May—Caleb Emery, of Boston.
" June—W. C. Goldthwait, of Westfield.
" July—D. B. Hagar, of West Roxbury.
" August—Charles Hammond, of Monson.
" September—W. W. Mitchell, of Chicopee.
" October—C. Northend, of Salem.
" November—Ariel Parish, of Springfield.
" December—C. S. Pennell, of Lawrence.
For January—1853—John D. Philbrick, of Boston.
" February—Elbridge Smith, of Cambridge.
" March—E. S. Stearns, of West Newton.

The report was adopted.

At 10 o'clock, A. M., a Lecture was delivered by Eben S. Stearns, Esq., Principal of the Normal School at West Newton.

Subject.—" The Duty of Common School Teachers on Subjects of Divided Opinion."

The lecturer commenced by alluding to the fact that variety of opinion is a law of the human race, and is generally admitted. Tyranny seeks to repress thought, whilst freedom restricts it only where a regard for the equal rights of men requires it. Just freedom, however, never requires a sacrifice of clearly established, well-defined principle.

The question here naturally arises, How far does a sacred regard for correct principles and the preservation of true liberty require us to interfere with the opinions and acts of individuals and communities, and how far may we take advantage of position and influence to disseminate our own opinions, and to give direction to the thoughts of others?

What is the duty of teachers in the common or free schools of this State respecting subjects of divided opinion? The Massachusetts school teacher is free-born, and is by law invested with all the rights, public and private, civil and religious, to which any citizens may aspire. But in becoming a teacher in the schools of the State, he has become one of its officers, and is bound to perform the duties of his office to the satisfaction of his employers.

The laws of the State require him to teach the grand fundamentals of all religion, but prohibit all sectarian instructions: a proper regard for the success of his work makes the same requirements and restrictions in respect to politics, and all other subjects of divided opinion.

Whatever has a tendency to defeat the grand design of the common schools, should be kept from them. The teacher should strive rather to prepare the minds of his pupils for the forming of opinions on all important subjects, than in any way to influence their judgment respecting subjects on which men themselves differ.

The lecturer cautioned teachers to content themselves with the broad common ground prescribed to them by the State, and to beware of sacrificing to a spirit of religious or political proselytism, the great design of free schools,—and concluded with an exhortation to trust in God, to labor earnestly, and to transmit to their successors, our glorious system of common schools, unimpaired.

At 11 o'clock, by special invitation, a lecture on the Phonetic System was given by Dr. Stone, of Boston. He inculcated the importance of introducing the system *thoroughly* into any school in which it was decided to test it. The method or plan of operations was described. First, the whole school in *concert* and *separately* should be taught the alphabet by the *powers* or sounds of the letters, which could be accomplished in one week, if the pupils were from five to seven years of age, of the average ability, and if the teacher did justice to herself, to the system, and to the children. The combinations of the sounds of the letters into easy words were next to be learned ; and from this, the step to the reading of simple words was short and rapidly accomplished. In four months they would read *fluently* in any phonetic books *not* beyond their comprehension. Analysis during this entire period should be daily practised.

During the second four months, the children should practise reading from phonetic books beyond their comprehension, continue the analysis of more difficult words, and commence to read from the common print, so that by the end of this period they will be able, in addition, to read from the common print, with a considerable degree of accuracy, language within their comprehension, preserving in the mean time that superior enunciation of the syllables, pronunciation of the words, and intonation of the sentences, which are almost characteristic of the pupils taught by the new system.

During the last four months in the year, the pupils, while continuing their other studies, should be taught *spelling*, and to this may be added some arithmetic and geography. By this means, spelling, usually considered an irksome task, becomes a pleasant recreation.

The children from the Boston Phonetic School were examined to illustrate the results which had been secured. The first was a German child, four and a half years of age, who, when she commenced, was unable to *speak* English, and even at this time speaks German with her parents. She read fluently from passages selected by the chairman, in a phonetic book, and analyzed many words.

Then two children seven years of age read from the *Transition Book*, and also passages selected by the President and others from the *Phonetic Reader*. Some of the pieces were poetry, and far beyond their comprehension. They also read with remarkable effect from *Tower's Gradual Reader*, in the common print.

The Chairman desired to put them to a still further test. He stated that he expected them to fail, but he wished them to read from the bound volume of the Massachusetts Teacher for the year 1848, in which he had selected a difficult passage. This was correctly done with elegance and precision. In analysis, too, they were found almost faultless.

The test in *spelling* was one of the most severe to which children have ever been subjected. Several of the teachers declared that adults were rare indeed, who could have been more successful.

We regret that we have no list of the words accurately spelt, of which there must have been nearly one hundred. Among them, however, were the following: curfew, myrrh, beautiful, almighty, till, until, lady, ladies, monkey, monkeys, cemetery, singing, referring, reference, pursue, traveller, conferring, delivering, preferring, inference, worshipped, Fitchburg, oak-tree, neighbor, separate, inflammation, conscience, singe, phthisic, concurring, chimney, chimneys, physician, spectacles, tranquillity, receive, believe, plague, occasionally, efficacious.

Of those missed the following are all that can be remembered. An *e* was inserted before *y* in *plaguy*, an *s* was omitted in *necessity*, and the *e* was omitted in *singeing*, *changeable*, *peaceful* and *freezing*, while an extra *l* was inserted at the end of the word *fulfil*.

An interesting discussion ensued upon the means by which these results were produced. Dr. Stone stated that there were only sixty words in the English language pronounced as they were spelled. Mr. John D. Philbrick, of Boston, thought this assertion needed sifting. He said he could think of no more than three words which were pronounced as they were spelled, viz.: the pronoun I, the article A, and the interjection O.

But this is equally true of the Phonotypic system, if the *names* given to its characters are different from their *powers*. In our prevailing system of orthography, the words in which a simple vowel has any sound except the long or short one, constitute a very small minority. This class of words must be learned by observation, as we learn to distinguish countenances. But in the large majority of our words, the simple vowel has only its long or its short sound, and the latter greatly predominates. Now suppose the vowel be marked when it has its long sound. Then if this large majority of our words were spelled according to the *powers* of the letters, they would be pronounced as they were spelled. After some further remarks, he concluded by avowing his conviction that the Phonetic System would necessarily, ere long, be introduced into every town in the Commonwealth, as a means of teaching children to read and spell the common orthography, *unless* some other method shall be found to accomplish the object better. He thought our *present system of orthography* should be taught *phonetically*.

Mr. Josiah A. Stearns, of South Boston, made some remarks, putting in a clear light the remarkable powers of pronunciation exhibited by the children. Benj. Greenleaf, Esq., of Bradford, said that no one could have been a more earnest opponent of the system than he had been, but that he had the good fortune to hear a lecture by Dr. Stone before the Essex County Teachers' Association, and that he had been converted by what he had there heard. He thought all should be open to conviction.

Mr. Hammond, of Monson, made inquiries of the lecturer concerning the means by which the ability of the pupils to spell, had been secured, and Mr. S. C. Dillingham, of Sandwich, made some remarks in favor of the Phonetic system.

The subject was pretty thoroughly sifted by the scrutiny of teachers present, and left very favorable impressions on the minds of the audience.

AFTERNOON SESSION.

The Association proceeded to the choice of officers for the ensuing year, and the following gentlemen were elected:

President.—William H. Wells, of Newburyport.

Vice Presidents.—Benjamin Greenleaf, of Bradford; Rufus Putnam, of Salem; D. P. Galloup, of Salem; D. S. Rowe, of Westfield; Geo. A. Walton, of Lawrence; Louis Agassiz, of Cambridge; George Newcomb, of Quincy; Charles Barrows, of Springfield; Caleb Emery, of Boston; Eben S. Stearns, of West Newton; C. C. Chase, of Lowell; Samuel W. King, of Lynn; D. B. Hagar, of West Roxbury; F. N. Blake, of Barnstable.

Corresponding Secretary.—Elbridge Smith, of Cambridge.

Recording Secretary.—Charles J. Capen, of Dedham.

Treasurer.—Josiah A. Stearns, of Boston.

Counsellors.—Charles Northend, of Salem; Daniel Mansfield, of Cambridge; J. P. Cowles, of Ipswich; Calvin S. Pennell, of Lawrence; John Batchelder, of Lynn; Ebenezer Hervey, of New Bedford; Levi Reed, of Roxbury; George Allen, Jr., of Boston; James M. Lassell, of Cambridge; J. D. Philbrick, of Boston; A. M. Gay, of Charlestown; John Kneeland, of Dorchester.

Mr. Peirce, of West Newton, called from the table his resolution respecting the incumbency on the part of teachers, both by precept and example, to discourage the use of tobacco. Mr. Reed, of Roxbury, hoped the resolution would be put to vote without further discussion.

Mr. Poor, of Hopkinton, thought it an important subject, and hoped it would be fully discussed. He was in favor of the passage of the resolution, though he thought teachers, as a body, were not addicted to the use of tobacco.

Mr. Peirce said he was surprised at a remark made by a gentleman who spoke in the morning's debate on the subject, that there were many teachers who were in the habit of using tobacco; he thought it must be a mistake, but if it were true, so much the more pressing was the importance of passing the resolution. He looked upon teachers as the salt of the earth; but if the salt had lost its savor, he hoped it would be soon salted again.

Mr. Stearns, of Boston, spoke in explanation:—He said he had objected in the forenoon to the passage of the resolution, because he thought it would be hypocrisy for us to pass such a resolution, and then many of us to continue the use of tobacco. He was certain many teachers did use it; he did not, however, himself. He was in favor of the resolution, and hoped its doctrine would be practised; but he thought its passage inexpedient.

Mr. Parish, of Springfield, said he should not himself have introduced the resolution, but as it was now before the meeting, he hoped it would be passed, because by its rejection, we might be implicated as being in favor of the use of tobacco. He spoke against its use. He knew there were many teachers who were addicted to the practice, especially they who were graduates of colleges. In college, students were very likely to acquire the habit, and that would account for the fact that many clergymen were in the habit of using tobacco. He knew it was hard to break up old habits, but he thought, in this case, it must be done.

Mr. Rowe, of the Normal School at Westfield, said that of the scholars who had attended his school, he had never known but three who used tobacco. Without further discussion the resolution passed unanimously.

Mr. Blake, of West Tisbury, called the attention of the Convention to the great value and importance of the Phonetic system, of which they had that day witnessed such surprising results. He dwelt upon its practical advantages, and moved that a committee be appointed to investigate the subject and report to the Association at the next annual meeting. The motion was adopted, and the Chair appointed the following gentlemen on the committee:—

F. N. Blake of West Tisbury, Thomas Sherwin of Boston, Charles Hammond of Monson, J. D. Philbrick of Boston, S. C. Dillingham of Sandwich.

At three o'clock, Daniel Mansfield, Esq., of Cambridge, delivered a Lecture on "The Management of the School." The lecturer entered fully into the minutiæ of the subject. Many valuable hints and suggestions were thrown out on the subject of discipline. Truthfulness, and the importance of inculcating it, were fully dwelt upon, and the best methods for establishing it were clearly and concisely explained. The lecturer favored the plan of requiring scholars to report their own delinquencies. The lecture was listened to with much interest, and was highly practical and instructive.

Thomas Sherwin, Esq., of Boston, Chairman of the Committee on Prize Essays, introduced the subject of prizes, and made some remarks on the question, whether they should be awarded for indifferent essays, and solicited an expression of opinion from members of the Association. Remarks on the subject were made by Messrs. Parish, Wells, Philbrick, Rowe, Kneeland and Hammond, the general opinion being in favor of awarding prizes only for meritorious essays.

Mr. Sherwin then reported that the essay signed M. F. E.—Subject "On Teaching Spelling,"—had been deemed by the Committee, worthy of the Prize of twenty dollars offered by the Association. (See close of this Report.)

The report of the Committee was accepted:

EVENING SESSION.

On motion of Mr. Philbrick of Boston, voted, that the number of lecturers be hereafter limited to three. The time for holding the meetings was discussed. The general opinion favored the plan which had heretofore been adopted.

The subject of the "Massachusetts Teacher" was introduced by Mr. Philbrick. On motion of that gentleman, it was voted that the Board of Directors be empowered and instructed to expend a sum of not more than twenty dollars for the purpose of subscribing for foreign Educational Journals, with the view of enriching the pages of the "Teacher."

Remarks were made by Messrs. Sherwin and Philbrick on the value of the "Massachusetts Teacher," and upon the importance of sustaining the work. Remarks on this subject were likewise made by Messrs. Colburn of Dedham, Thayer of Boston, and Parish and Strong of Springfield. The following resolution offered by Mr. Philbrick was then adopted;

Resolved, That, in the opinion of this body, it is very desirable that every teacher in the Commonwealth should take and read an Educational Journal, and that we will use our influence to increase subscriptions to such Publications.

The Secretary then read communications which he had received from officers of the Plymouth and Franklin Co. Associations, giving information in regard to those societies.

Mr. Philbrick called up the subject of Prizes for Essays, and offered the following resolve, which was unanimously passed:—

Resolved, That two prizes of fifteen dollars each be offered, one to the members of this Association, and the other to the lady teachers of this State. The conditions, subjects, and appointment of judges, to be referred to the President, to be determined upon at his discretion. (See Prize Circular.)

The subject of the publication of the proceedings and lectures of the Association was called up, and after remarks by several gentlemen, was disposed of by reference to the Board of Directors, with authority to publish.

Rev. Mr. Babcock, of Lunenburg, very eloquently addressed the Association upon the bond of union and sympathy which should exist between the clergy and teachers.

Rev. Mr. Peirce, of Waltham, spoke on the subject of School Discipline, and suggested means of preventing whispering and other disturbances in the school. He deemed it advisable to appeal to the merit system, and above all to show to the pupils that confidence was reposed in their integrity and honor.

Mr. Thayer, of Boston, addressed the lady teachers present on the elevation of their calling, and the influence they exerted. His remarks were listened to with much interest.

Rev. Mr. Bullard, of Fitchburg, enlarged upon points in the various lectures. Messrs. Kneeland, of Dorchester, and the President addressed the Association on subjects of general importance. The latter gentleman spoke on subjects referred to in the lectures, upon the importance of receiving with due discretion new principles of action, and practising by them; of endeavoring to avoid the evils, as well as reap the benefits referred to; on the duty incumbent on teachers, especially the young, to attend the Teachers' meetings for the purpose of gaining information on subjects of doubt. Mr. King, of Lynn, referred to the decease of Barnum Field, Esq., of Boston, and spoke of the virtues of the deceased. He concluded by offering for re-affirmation the resolutions adopted by the American Institute in August last, which were passed. See "Teacher," Vol. 4, page 279.

Mr. King offered the following resolutions:

Resolved, That the thanks of this Association be presented to Thomas Sherwin, Esq., of Boston, for the able, faithful, and truly acceptable manner in which he has presided for the past two years over the deliberations of this Association: to the Editors of the "Teacher," for their able and successful labors: to those Editors of newspapers who had gratuitously advertised our meetings: to the town authorities of Fitchburg, for the use of the Town Hall, and to the Superintendents of the various railroads, for the extra facilities they have afforded teachers who have attended the meetings.

Resolved, That the thanks of the Association be presented to Charles Mason, Esq., and other gentlemen of Fitchburg, for the very efficient aid they have rendered us at the present meeting: to the inhabitants of Fitchburg for their hospitalities to lady teachers, and to those gentlemen who have afforded so appropriate gratification and instruction by their lectures.

The Association then adjourned to meet at such time and place as the Directors shall appoint.

The next meeting will be held in New Bedford.

CHARLES J. CAPEN, *Secretary M. T. A.*

The successful competitor for the Prize, [M. F. E.,] will have her claim attended to, by addressing a note on the subject to Thomas Sherwin, Esq., of Boston.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

A SEMIANNUAL meeting of this Association was held at Kingston, on Friday and Saturday, the 21st and 22d of November, 1851.

The first lecture was delivered by R. Edwards, of Bridgewater, on the subject of Marine and Atmospheric Currents. The subject was discussed by Messrs. Jenks and Spear. The following gentlemen were elected officers for the ensuing year:—

For President.—John H. Hunt, of Bridgewater.

Vice-Presidents.—Sylvander Hutchinson, Hingham; Matthew P. Spear, Bridgewater; W. R. Ellis, Kingston.

Secretary and Treasurer.—Richard Edwards, Bridgewater.

Executive Committee.—John W. P. Jenks, Middleboro'; N. Tillinghast, Bridgewater; Aaron H. Cornish, Plymouth; Lewis E. Noyes, Abington.

On motion of Mr. Tillinghast, the vote passed at the last meeting in reference to the time of the summer meeting, was reconsidered, and it was voted that the next meeting be held at North Bridgewater, by special request of the citizens of that place, on Thursday and Friday, the 10th and 11th days of June, 1852.

On motion of Mr. Hunt, the Secretary was appointed a Delegate to represent the Association at the next meeting of the Massachusetts Teachers' Association, and to report to the Secretary of that Association the state of the educational movement in this county.

A Committee on Criticism was appointed by the Chair, consisting of Mr. Spear, of Bridgewater, Miss Mary Robbins, of Plymouth, and Miss Adeline M. Jacobs, of Abington.

Mr. Spear, Mr. Merritt, of Hingham, and Mr. Hunt, of Plymouth, were appointed by the Chair a Committee on Resolutions.

A discussion was then opened upon the subject of School Supervision. It was kept up with a good degree of interest until 12 M., the hour for adjournment. The meeting was addressed on the subject by Mr. Hunt, Rev. Mr. Peckham, of Kingston, Mr. Tillinghast, Mr. Spear, Mr. Faunce, of Kingston, Mr. Jenks, and Rev. Mr. Keeley, of Kingston.

These gentlemen all agreed that some change was required in the matter of Superintending and Prudential Committees. Mr. Hunt advocated the plan of having a State Board of Examiners, composed of practical teachers, who, together with similar County Boards, should possess the exclusive power of licensing teachers, thus relieving the town Committees of the duty. Several of the speakers recommended the abolition of the office of Prudential Committees. Adjourned to 1 1-2 P. M.

In the afternoon, the Association was called to order by the President, who announced Rev. Mr. Peckham, of Kingston, and Mr. Spear, of Bridgewater, as lecturers for the next meeting. The Essay, to the writer of which the prize of ten dollars had been awarded, was then read by the President. It was upon the following subject:

"The encouragement that teachers have for exerting a moral influence upon their pupils."

Upon opening the sealed envelope, the writer's name appeared to be Mr. J. Blackmar, of Plymouth.

Mr. Spear, from the Committee on Resolutions, reported the following:

Resolved, That the thanks of this Association be tendered to Mr. J. W. P. Jenks for the very efficient and kind manner in which he has discharged the duties of his office, as President, during the past year.

Resolved, That the thanks of the Association be presented to Mr. Richard Edwards, for his able address delivered during the present session; and also for the unceasing devotion to the best interests of the Association, uniformly manifested by him, in connection with the duties of his office as Secretary.

Resolved, That we tender to the citizens of Kingston our hearty thanks for their hospitality, so liberally extended to the members of this Association.

These resolutions were unanimously adopted.

The remainder of the session was occupied in discussing the various methods of teaching geography, each speaker making some suggestions in regard to the best course to be pursued. Remarks on this topic were made by Mr. Edwards, Mr. Spear, Mr. Tillinghast, Mr. Hutchinson, of Hingham, Mr. Merritt, of Hingham, Rev. Mr. Peckham, Mr. Jenks, and Mr. Hunt. At the close of the discussion, prayer was offered by Rev. Mr. Peckham, and the Association adjourned by singing Old Hundred, to meet at North Bridgewater on Thursday, June 10th, 1852, at 9 o'clock, A. M.

Notwithstanding the severe weather on Friday, and the state of the roads consequent upon it, the Town Hall was well filled on Saturday, and a very good number was present on Friday evening. Nothing could exceed the promptness and care with which the people at Kingston had made their preparations for receiving the teachers and entertaining them. Places had been provided for two hundred strangers, but owing to causes already alluded to, the number present was much less than that. But the best spirit pervaded the meeting; no time was spent in idle and unprofitable talk; every moment of the session was devoted to good use.

RICHARD EDWARD, *Secretary*.

MR. EDITOR:—I have been a subscriber to the Common School Journal for a number of years, as well as to the "Massachusetts Teacher." On my return home from school this evening, I found the *Journal* for December 1st, on my table, and I sat down to peruse it. An editorial article, headed "*State Teachers' Associations*" attracted my attention. Here are a few quotations from it. The Italics are mine, except in the last line of No. 3.

No. 1. "Not many years ago, an *attempt* was made to get up a State Teachers' Convention in Massachusetts."

No. 2. "About the same time, a State Association was formed in New York, and *managed much in the same way*, *mainly by private teachers.*"

No. 3. "There (N. Y.) as *here* an *opposition* Journal was got up to put down the District School Journal, which, like this Journal, had always been the advocate of the *Common Free* Schools."

No. 4. "Since writing the above, we see by the newspapers that the Massachusetts State Teachers' Association has held its annual meeting at Fitchburg. The meeting was *thin*, and we can see nothing remarkable in the Report of its doings, except that the teacher of a *private school** was elected President instead of a public teacher, and twelve very good men were again selected to edit the Journal of the Association, *which was 'got up' to supersede this Journal*, then edited by one who had offended some of the Massachusetts Teachers."

No. 5. "*Truth*, Reform, and Improvement are our aim, and we shall fearlessly pursue our course, relying upon the discernment of teachers, and of the people, whose true interests we have at heart."

If these "elegant extracts" are a sample of the "*Truth*" to be advocated by that Journal in 1852, I think I can get along without it. A "PUBLIC TEACHER."

The Student: a Family Miscellany and Monthly School Reader. Edited by N. A. CALKINS, and published by Fowler & Wells, New York.

We have received a few numbers of this monthly, and should be glad to see it more regularly. It contains a great variety of entertaining and instructive matter. Parents, teachers and pupils will not fail to find something in every number, adapted to their wants and tastes. We give it the right hand of fellowship as a co-laborer in the cause of education.

Normal Schools and other Institutions, Agencies and Means Designed for the Professional Education of Teachers. By Henry Barnard, Superintendent of Common Schools of Connecticut. Part I. United States and British Provinces. Part II. Europe. Hartford: Published by Case, Tiffany and Company, 1851, pp. 650.

We had intended to give an extended notice of this publication, but we must postpone it for the present. In the meantime we give it as our opinion that it is one of the most valuable educational works ever published in this country. It throws a flood of light upon the subject of Normal Schools, and consequently upon the whole subject of education.

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* If the Putnam Free School of Newburyport is a *private* school we should like to know what a *public* one is.—ED.

The Journal of the Society for the Prevention of Pauperism in Boston, No. III, October, 1851.

This pamphlet contains much valuable information on immigration, pauperism and crime in Boston, and their cost, and on the system for the distribution of charity, which has been carried into successful operation by the "New York Association for improving the condition of the Poor."

It is beginning to be understood that *education* is the greatest of all preventives of pauperism.

PRIZE ESSAYS.

The following Prizes for original Essays are offered by the Massachusetts State Teachers' Association:—

To the members of the Association, for the best essay on "The Self-improvement of Teachers," a prize of *fifteen dollars.*

To the female teachers of the State, for the best essay on "Moral and Religious Instruction in Schools," *fifteen dollars.*

Each essay should be accompanied by a sealed envelope containing the name of the writer; but no envelope will be opened except those which accompany the successful productions. The essays must be forwarded to the Secretary, Charles J. Capen, Esq., of Dedham, on or before the first of October, 1852. The prizes will be awarded by an impartial committee; but no prize will be awarded to any production that is not deemed worthy of a prize. The successful essays will be regarded as the property of the Association.

W. H. WELLS, *President.*

Newburyport, Dec. 18, 1851.

Francis Gardner, Esq., has been appointed Principal of the Public Latin School of Boston. He had been connected with the school as pupil and instructor for about nineteen years, and is, therefore, no stranger in the place. He is a good scholar, and a ripe one, and possesses ability of the highest order as an instructor. Salary, $2,400.

Mr. Marshall, of the High School in North Danvers, has been appointed Principal of the High School in Chelsea. Salary, $1,000.

William H. Long, Esq., has been appointed Principal of the Dearborn Grammar School in Roxbury. A model school house has been erected for the accommodation of this school.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 2.] F. N. BLAKE, Editor of this Number. [February, 1852.

PHONETIC TEACHING.

Rarely has any subject attracted the attention of teachers so much as the new method of imparting the elements of education, which has been presented to the public and at Teachers' Associations during the past year. All must be somewhat familiar, either by personal observation or the testimony of others, with the results which have been secured by the most prominent system of orthographic reform, to which reference is made.

The first question that naturally suggests itself to the inquiring mind, on the presentation of a topic claimed to be of value, is, "Does it deserve investigation?" If not, waste no time upon it. But if the results secured be worthy of investigation, let the examination be thorough and impartial.

That children have been taught to read the common print, and spell according to the common orthography, who have been primarily taught by means of the Phonetic system, no one conversant with the facts can doubt. And if there be any not thus conversant, they can readily satisfy themselves, that something at least has been achieved beyond ordinary results, by making an attempt to secure the reward of $500, which has been offered to any one who can discover children of the same age with the Phonetic children, and who can read and spell in the common orthography better than they do.

In what, then, does the peculiarity of the Phonetic system consist? And why can such results in the primary departments of education, by means of it, be secured?

We are fortunately enabled, for the first time in the *Teacher*, to present our readers with Pitman's Phonotypic letters, which have been used in securing these results.

PHONETIC ALPHABET.

[Each letter has the power, or sound, of the *italicized* letters in the illustrative words.]

Letters.		Illustrative words.
	Long Vowels.	
Ɛ	ɛ	*ee*l
Ꭿ	a	*a*le
Ā	ɋ	*a*rm
Θ	ɵ	*a*ll
Ω	ω	*oa*k
Ɯ	ɯ	*oo*ze
	Short Vowels.	
I	i	*i*ll
E	e	*e*ll
A	ɑ	*a*m
O	o	*o*live
U	u	*u*p
Ш	ш	w*oo*d
	Diphthongs.	
Ɨ	į	*i*ce
Ơ	ơ	*oi*l
Ȣ	ȣ	*ow*l
Ɥ	ɥ	*u*se
	Coalescents.	
Y	y	*y*ea
W	w	*w*ay
	Breathing.	
H	h	*h*ay
	Explodents.	
P	p	*p*ole
B	b	*b*owl
T	t	*t*oe
D	d	*d*oe
Ꞓ	ç	*ch*eer
J	j	*j*eer
C	c	*c*ame
G	g	*g*ame
	Continuants.	
F	f	*f*ear
V	v	*v*eer
Ŧ	ŧ	*th*igh
Ð	đ	*th*y
S	s	*s*eal
Z	z	*z*eal
Σ	ʃ	*sh*un
Ʒ	ʒ	vi*s*ion
	Liquids.	
R	r	*r*a*r*e
L	l	*l*u*ll*
	Nasals.	
M	m	*m*u*m*
N	n	*n*u*n*
Ŋ	ŋ	si*ng*

It will be seen that the alphabet consists of forty letters. It is based upon the principle of each letter invariably representing each sound of the language. Three of the twenty-six letters of the old alphabet, *k*, *q*, and *x*, are appropriately represented by *c* and *s;* the last, however, sometimes requires *g* and *z.* Seventeen new letters are added for sounds generally represented by several letters in combination. If it be an advantage to have a less number of letters than there are sounds in the language, the alphabet might be, with equal propriety, reduced to twelve letters. The number of combinations would have to be increased in a much greater proportion, and where the child would gain in the facility of acquiring the letters, he would lose much more in the increased difficulty of learning the language.

The Chinese written language contains no letters at all, but is made up of either combinations or syllables, each one of which is intended to represent an idea and not a sound. Hence the extreme labor with which it is acquired. The man who becomes able to write a thousand words is considered learned.

In English orthography, there are twenty-six letters. But this number is very deceptive, as has been shown by Alexander John Ellis. The sound of E, for instance, is represented by *æ* in minuti*æ; ai* in dem*ai*n; *e* in b*e; ea* in *ea*ch; *ee* in f*ee*t; *ei* in conc*ei*t; *eig* in s*eig*niory; *eip* in rec*eip*t; *eo* in p*eo*ple; *ey* in k*ey; eye* in k*eye*d; *hœ* in diarr*hœ*a; *i* in inval*i*d; *ie* in gr*ie*f; *œ* in f*œ*tus; *uay* in q*uay; ui* in mosq*ui*to, &c. &c.; in all, forty different ways of exhibiting the pronunciation of this single sound.

There are no less than 624 methods of representing the forty *simple* sounds of the language, while muteness itself has 34 mutations, making in all 658 representatives, or precisely the same number that represent the English people in the British House of Commons.

But if several sounds in *combination* be taken, they may be represented in many million ways, and authorized by other words in the English Language. Eight sounds only may thus be represented in fifty million different ways.

This language, thus difficult to be attained, must be taught to the children of the rising generation. And the problem for us to solve is, How can the acquisition most readily be secured? Suppose the Greek language is to be learned. You do not commence with Thucydides. But first taking the Greek Grammar and Reader, by easy stages you become able to understand the Historian's more difficult work. And all feel that it is no objection to this gradual process to say that, in order to attain the knowledge of the language, you are obliged to perform the double labor of translating the Greek Reader and Thucydides also, when the end might have been attained by toil only upon the latter work.

So taking it for granted that these 658 combinations to represent the simple sounds of the English language must be learned by the child, is it not the quicker way for him to traverse an easy path even though he apparently goes over more ground, than to be put at once to the difficult task of learning these variations in the representation of sounds before he can understand their purpose or value?

Practically it has been found that, by means of the Phonetic alphabet, the child or the ignorant adult is enabled to learn to read the Phonetic print in a remarkably brief space of time. The resemblance of that is so strong to the Romanic or common print, that no difficulty is then experienced in the acquisition of the latter, while the habit of analysis which the Phonetic system imparts is found to exert a most wonderful influence in initiating the child into the mysteries of the English orthography.

In the following columns, a specimen of the Phonetic print will be seen in contrast with the orthography of Dr. Wilson, who wrote as recently as the year 1553, and who was described by Dr. Johnson as "a man celebrated for the politeness of his style and the extent of his knowledge."

"Pronunciation is an apte orderinge bothe of the voyce, countenaunce, and all the whole bodye, accordynge to the worthines of suche woordes and mater as by speache are declared. The vse hereof is suche for anye one that liketh to haue prayse for tellynge his tale in open assemblie, that hauing a good tongue, and a comelye countenaunce, he shal be thought to passe all other that have not the like vtteraunce: thoughe they have much better learning. The tongue geueth a certayne grace to euerye matter, and beautifieth the cause in like maner, as a swete soundynge lute muche setteth forthe a meane deuised ballade."	Pronunsiɑʃun iz ɑn ɑpt ɵrderiŋ bωŧ ov đe vøs, cɷntenɑns, ɑnd ɵl đe hωl bodi, ɑcɵrdiŋ tɯ đe wurđines ov suç wurdz ɑnd mɑter ɑz bį spɛç ɥr declɑrd. Đe yɥs hɛrov iz suç for eni wun đɑt lįcet tɯ hɑv prɑz fɵr teliŋ hiz tɑl in ωpen ɑsembli, đɑt, hɑviŋ ɑ gɯd tuŋ, ɑnd ɑ cumli cɷntenɑns, hɛ ʃɑl bɛ ŧɵt tɯ pɥs ɵl uđer đɑt hɑv nɵt đe lįc uterɑns, đω đɑ hɑv muç beter lerniŋ. Đe tuŋ giveŧ ɑ sertin grɑs tɯ everi mɑter, ɑnd bɥtifįeŧ đe cɵz in lįc mɑner, ɑz ɑ swɛt-sɷndiŋ lɥt muç seteŧ fωrŧ ɑ mɛn-devįzd bɑlɑd.

In making this selection we did not go back into the 14th century and copy the writings of Chaucer, Wickliffe, or Gower, but the above was written less than three centuries since.

It is said that the Phonetic system will cause obscurity where now a distinction in spelling exists without a difference of pronunciation; as in the following sentence: Does a wheel-wright do right if he write upon a ceremonial rite? Let Dr. Franklin answer this objection in his own language. "*That distinction is already destroyed in pronouncing the words;* and we rely on the sense alone of the sentence to ascertain which of the several words, similar in sound, we intend. If this be sufficient in the rapidity of discourse, it will be much more so in written sentences, which may be read leisurely, and attended to more particularly, in case of difficulty, than we can attend to a past sentence, while the speaker is hurrying us along with new ones."

But the more conclusive answer to this objection will be found in the fact that Phonetic print will furnish to the child a distinction in several hundred cases where it is afforded by the signification and pronunciation, but where the Romanic spelling fails to furnish it. Such instances will be found in the words *bow*, (an instrument, and to incline); *conjure*, (play magical tricks, and entreat); *courtesy*, (civility, and a lady's motion); *close; does; eat; gill; house; Job; lead; live; lower; mow; read; Reading; row; sewer; slough; sow; ton; use; wind;*

wound. In addition to this, the Phonetic print, first used, will have a tendency to fix in the mind of a child accurate pronunciation in those numerous instances where provincialisms would naturally mislead the teacher, or where a want of familiarity with the proper pronunciation may have formed erroneous habits.

The most frequent objection to the use of Phonetic print, is, that it will have a tendency to destroy the etymologies of the language. Dr. Franklin thus disposes of this. "Etymologies are at present very uncertain, but such as they are, the old books would still preserve them, and etymologists would there find them. Words, in the course of time, change their meanings, as well as their spellings and pronunciations, and we do not look to etymology for their present meanings. If I should call a man a Knave and a Villain, he would hardly be satisfied at my telling him that one of the words originally signified only a lad or servant, and the other an under ploughman or the inhabitant of a village."

Mr. Ellis observes, "If this objection be made to any of our readers, let them ask the objector to explain on etymological grounds, *h* in *rhyme*, (which is not from the Greek) *ph* in *nephew*, *r* in *groom*, *h* in *ghost*, *g* or *h* in *light*, *f* in *dwarf*, *c* in *scent*, *s* in *aisle* and *island*, *ce* in *dunce*, and to explain the pairs, *bow bough*, *indict indite*, *proceed precede*, *connection connexion*, *particle animalcule*, &c., &c."

The very fact that the Phonetic alphabet is not yet perfected, will serve to render it only a transition alphabet, for the purpose of learning the Romanic alphabet. And as such, the etymological objection is of no weight, inasmuch as the former is simply the means used to become better acquainted with the etymologies of the language. But even were the objection persisted in, it has been found, on a careful examination of the facts, that the Phonetic alphabet, instead of destroying analogies and etymologies, will serve to revive many that have long been obscured by that strange lawgiver, custom. George B. Emerson, Esq., in his report to the American Academy of Arts and Sciences, says that by means of the new system, "a multitude of derivations will reappear, which had been long buried out of sight under the barbarous and fantastic ruins of exploded heterographical spellings." Archdeacon Hare even admits that "the common pronunciation of a word frequently agrees better than its spelling with its etymology and analogy."

Some of the children of the Boston Phonetic School have been exhibited to the public about sixty times. We cannot close this brief view of the subject better than by presenting in the new type the following letter from the Hon. Horace Mann, who listened to one of the earlier exhibitions:—

West Nɥton, Julɉ 2, 1851.

Dɛr Ser, — Haviŋ witnest đe ecsersɉzez ov a clqs ov nɉn çildren under yɯr car [đa qr under đe *instrucʃun* ov Mis Lɷŧrop] in rediŋ Fonografi and Fonotopi, it givz mɛ plɛʒur tɯ aʃɯr yɯ ov đe delɉt hwiç đar perfɵrmansez gav mɛ. Ɨ ŧiŋc đe Nɉn Mɥzez wer never lisend tɯ bɉ a mɵr gratifɉd ɵdiens.

Đe Iŋgliʃ laŋgwaj iz sɷ anomalus and self-contradictori, đat sum ov đe gratest and best mɉndz hav sɵt fɵr a meŧod ov lesniŋ đe dificultiz ov acwɉriŋ it. Wɛ cɵl it improperli *đe Iŋgliʃ laŋgwaj*, az đɷ đar woz but wun. On ɷpeniŋ a dicʃunari, everibodi wil sɛ đat đar qr *tɯ* Iŋgliʃ laŋgwajez, — wun fɵr spɛçiŋ, đe uđer fɵr rɉtiŋ and printiŋ; and Ɨ belɛv đe masteri ov đɛz tɯ bɛ mɵr dificult fɵr çildren đan đat ov tɯ laŋgwajez hɷlli distiŋct and separat from ɛç uđer, ɵr haviŋ nɷ wurd in comon. Đe çɉld iz tɵt tɯ giv a particɥlar sȣnd tɯ a leter; and, hwen hɛ sɛz đe sam leter agen, hɛ iz tɵt tɯ giv it *anuđer* sȣnd; and stil anuđer and anuđer, meni tɉmz ɷver. Intelectyɯali considerd, đis must prezent tɯ đe lerner a considerabl ecstent ov caos; and, in moralz, it iz az nɛr lɉc lɉiŋ az eni ŧiŋ can bɛ, and escap it.

Fonografi and Fonotopi propɷz tɯ obviat đɛz veri sɛrius dificultiz, bɉ yɥziŋ az meni distiŋct sɉnz az đar qr distiŋct sȣndz in đe laŋgwaj, sɷ đat nɷ leter ɵr caracter ʃal ever imitat đe rɷg'z devɉs bɉ çanjiŋ its nam.

Ɨ hav lɵŋ belɛvd đat sɷ dezɉrabl an açɛvment wɯd bɛ rɛalɉzd. Mɉ ɷnli dȣt haz bin hweđer yɯ hav obtand đe best sistem ov caracterz. And hɛr Ɨ dɯ not denɉ, but ɷnli rezerv mɉ opinyun. Đe çildren yɯ egzibited had sertinli mad mɷst wunderful profiʃensi, and wer, in several ov đe esenʃals ov gɯd enunsiaʃun and rɛdiŋ, yɛrz in advqns ov mɷst çildren hɯ hav bin tɵt in đe ɷld wa.

Yɯrz veri trɯli,

HORAS MAN.

Dr. Jamz W. Stɷn.

The map of France, which was begun in 1817, is not yet finished. It is to contain two hundred and fifty-eight sheets, of which one hundred and forty-nine are already published. There yet remain five years' work in surveying, and nine years' work in engraving, to be done. The total cost will exceed £400,000 sterling. Up to this time 2,249 staff officers have been employed in the work.

MR. EDITOR:—The last communication of Seekonk Seminary affords abundant evidence that my questions on his "new method of proving multiplication," accomplished their avowed object of furnishing others with "food for thought." It was not my intention to trouble your readers again with this subject, but finding that my silence is liable to be misconstrued, I must again come before them.

Both the old and the "*new*" method depend on the principle that any number is equivalent to some multiple of 9 plus the sum of its digit figures. In applying this principle by the old method, we add together the digit figures of the multiplicand, then those of the multiplier, and then those of the product. By the new method, we *do the same.*

By the old method, we find the excess of each of these sums over a multiple of 9. By the new method, we *do the same.*

By the old method, we multiply the excess thus obtained from the multiplicand, by the corresponding excess of the multiplier, and find the excess of the product. By the new method, we *do the same.*

By the old method, the excess of the last product should equal the excess of the product of the original multiplication. By the new method, it should equal *the same excess.*

The *only* difference *of any kind* between the two methods, is that by the new method, we apply the principle that a number is equal to a multiple of 9 plus the sum of its digits, to the sum of the digits of the number, while by the old, we only apply it to the number. This gives one or more additions in place of a division. Thus, suppose 58 to be the sum of the digits of a number. Then, by the old method, we have 9 is contained 6 times in 58, with a remainder of 4; but by the new we have 5 plus 8 equal 13, 1 plus 3 equal 4, or the excess over a multiple of 9. Truly the new method is no less wonderful for its *simplicity* than for its *originality.*

The errors of expression which have been alluded to, are none the less errors for being caused by mistakes in copying, and they would, if habitual, produce effects as injurious as any other class of errors. Nearly half of the mistakes which our pupils make in their mathematical studies are caused by carelessness in copying or writing; but shall they be neglected on that account? While nothing short of absolute accuracy in mathematical expressions should satisfy teacher or scholar, accidental errors should be carefully distinguished from habitual ones, and should be regarded with far greater lenity. If, for instance, a person wishing to make four mathematical statements of precisely the same character, uses one false form and three true ones, we might regard the mistake as merely accidental; but if he uses *four false forms* and *no true one*, we should be likely to regard it as the result of ignorance, or habitual carelessness. In cases like the latter, we may well repeat the questions asked in the July number of the Teacher. D. P. C.

[We copy the following admirable suggestions on the manner of conducting recitations from the Report of Mr. Dyer H. Sanborn, Commissioner of Common Schools for Sullivan County, New Hampshire.]

SUGGESTIONS AS TO THE MANNER OF CONDUCTING RECITATIONS.

On the right manner of conducting recitations, depends the future usefulness of the scholar. His ability and capacity successfully to discharge the duties of life, and to meet its responsibilities, result from a judicious development of his faculties, a proper early training, and actual discipline of the mind.

The prime object to be secured in conducting recitations, is the greatest possible permanent improvement of the student. To accomplish this object, the teacher must secure the interest, and gain the confidence of his pupils. Thus his instructions will be rendered useful, and his labors profitable. Confidence is gained by exercising a spirit of kindness. Scholars should be faithful in preparing their lessons for recitations, and fix their minds intently on the instructions of their teacher. If they respect him, they will value the instruction he imparts. A proper digestion of the materials of study, if furnished with suitable mental aliment, promotes vigorous intellectual growth. If a judicious direction is given to the course and manner of study, the student, when put on the track, will pursue his onward journey with pleasure, profit and delight. Every opportunity and circumstance should be improved to inspire a scholar with confidence in his ability to do what he undertakes to do. The teacher should express his thoughts in language adapted to the capacity of the scholar. If he would be intelligent, his language should be intelligible. He should be able to perceive, almost by intuition, whether his questions or explanations are clearly comprehended by the learner. If he finds that they are not, he should vary his manner of expression, and present the same idea in different aspects, until it is fully understood. He must find access to the mind of a child, that he may be able to ascertain what *he already knows*. This pre-supposes on his part, an acquaintance with the principles of mental philosophy.

The instructors of youth should aim to call the thinking powers into exercise, teach them to observe, to discriminate, to compare, to investigate, to reason, and to judge, that they may be able to concentrate their thoughts, and express their ideas in chaste and appropriate language. Teach a person *how* to think, and he will soon find out *what* to think. Let him be made to *set out right*, and then be so directed that he will form correct intellectual habits. The foundation will thus be laid for him to discharge his own duty towards educating himself; and he will go on increasing in knowledge and intelligence.

The teacher should frequently discourse on the benefits which will be derived by the learner from the studies he is pursuing, informing him that it will strengthen and invigorate his mind, augment his capacity for business, and mature and qualify him for greater usefulness. Scholars, where practicable, should recite in classes. The teacher should be familiar in his intercourse with his pupils, yet dignified—show by the kindness and benignity of his mien, that he is sincerely their friend,—should take scholars by surprise, put thought on the wing. He should be ever vigilant

> "To aid the mind's development, to watch
> The dawn of little thoughts, to see and aid
> Almost the very growth."

If there are difficulties in the lesson that have not been learned, or studied, these should be previously explained. Words above the capacity of the student should be defined in a manner that will call the judgment into exercise. The capacity of mental comprehension is increased by use. A direct telling a scholar a rule or reason for a scientific operation without thought on his part, is oftentimes an injury, especially to him who has hardly entered the vestibule of the temple of wisdom. Many would willingly quaff exhilarating draughts from the deep wells of knowledge, were it not for the labor of drawing the water. Within the memory of many of us, the more advanced scholars of a school have done incalculable injury to their fellow students, and impeded greatly their mental improvement by working their problems for them in arithmetic without explanation, or by allowing them to copy them from their manuscripts, when they knew nothing of their process.

To illustrate—suppose a scholar were parsing a succession of words etymologically, such as *now*, *how*, *high*, *is*, *parents*, or *month;* should he miscall a word, I would not tell him directly, but would refer him to the appropriate rule laid down in his text book, to give him the requisite information. To explain the proposed method more clearly, a few rules are subjoined and numbered. 12. A noun is the name of any person, place, or thing, that exists. 38. Any word that will make good sense by placing it before a noun, is an adjective. 51. Any word that will make good sense by placing *I*, *thou*, *he*, *it*, or *they* before it, is a verb. Suppose a scholar should call *is* a *noun*, I would refer him to 51. After reading it, he will at once see his error, and correct it by calling *is* a verb. I would then ask, Why a verb? Note 51 contains the answer. Should he call *useful* a verb, I would refer him to 38; he would then say, *useful* is an adjective. Why an adjective? Because it will make good sense to place it before some noun. You can say a *useful man*. Should he call *high* a noun, refer him to 12. He would say it is not a noun. Why not a noun? Because it is not the *name* of any thing. The *why* and *wherefore* should never be omitted, when it is apparent that the lesson is not understood by the scholar. There should frequently be a succession of questions to lead the scholar to the final answer. Scholars with proper restrictions, should be encouraged to correct each others' error. This will keep up an interest in the recitation, and serve to secure the attention of the wayward and indifferent. Every school and every class has an atmosphere peculiarly its own. The teacher should labor to regulate this atmosphere, so that it shall be considered by the members of the several classes, highly honorable and reputable to get a thorough knowledge of the studies to which they are devoting their attention. A great object will then be attained towards laying the foundation of this mental archetype of the future man. Variety is the spice of the teacher's success. A system should be adopted in every species of recitation, that will secure the faithful preparation of every member of the class; and each scholar should be held responsible for entire preparation on his proposed recitation. The principle that scholars should either *know* or *not know*, cannot be too strongly inculcated.

Never pamper the more easy of apprehension at the expense of those of less active minds. The simultaneous answering of questions put to a class without discrimination, should not be practised, except in review, or when the recitation has nearly closed, where there is not time enough to put the questions to individual scholars in succession. Promptness and expedition should be the teacher's motto. Students should be taught in the incipient stages of instruction, not only *what* to study, but *how* to study.

Visible illustrations are analogous to practical life. Learn *things*, and *then* the *names* of things. Proceed from concretion to abstraction. Every scholar should be taught to use his eyes as he is passing through the world. We acquire definite knowledge by comparison and observation. To a child who has never seen a river, show him a brook or a rivulet; inform him that a river is many times larger than a brook, and that rivers are of various sizes. If he has a vague idea of a lake, tell him it is a large pond, and contains many times more space. For the sake of illustration, direct his attention to a small field in the neighborhood, containing say three acres of land. Show him a field that contains six times as many acres. Ask which is the larger of the two. He will answer correctly. Thus he will gain an accurate knowledge of the relative sizes of objects by comparison. His observation will thus become more acute. If you would fix his observation on words, and lead him to notice their comparative difference, write them on the blackboard; e. g., high, higher, highest; wise, wiser, wisest; dry, dryer, dryest; sad, sadder, saddest. What do you add to high to form higher? Ans., er. To form highest? Ans., est. What do you add to wise to form wiser and wisest? Ans., r and st. Why do you add r or st only? Ans., because the primitive word wise ends with the letter e. What difference is there between the words higher, highest, wiser, and wisest, in forming them from their primitives, high and wise? Ans., high adds er and est to form higher and highest; wise adds r and st to form wiser and wisest. Ask similar questions about dry and sad. The teacher should anticipate the prospective difficulties of the scholar; teach him to demonstrate by analysis the principles on which rules are based. The rule for compound fractions in written arithmetic is, "Multiply the numerators together for a numerator, and the denominators for a new denominator." Propose 1-2 of 1-3. Make six marks—| | | | | |—on the blackboard. 6-6 make a unit; and 1-6 is one of six equal parts. One-third of these six marks equals 2-6. One half of two sixths is one-sixth. Thus the principle on which the rule is based, is clearly elucidated and demonstrated. Many of the rules of synthetic arithmetic may be very easily learned by observing carefully the manner in which the problems are worked on the blackboard. Then let the student express in his own words the whole operation. In this way, he will produce his rule. Many abstruse truths may be learned by similar illustrations. To give one a definite idea of the shape of the earth which he inhabits, show him a globe, and give it a rotary motion. He will then easily comprehend what is meant by the revolution of the earth on its axis. The impressions communicated through the medium of the eye are lasting. I would, therefore, urge upon every teacher the importance of visible illustration in all the departments of teaching. In teaching the English alphabet, put a perfect form of the letter on the blackboard. Let it be imitated by writing, and carefully compared with the same letter printed in books.

"Teach one thing at a time," should be the teacher's maxim; analyze fully one principle before another is presented. Apply knowledge as fast as it is acquired. Convince a scholar of the value of useful knowledge, excite in him a desire to obtain it, furnish him the means of comprehending and unravelling difficulties, and he will soon learn to originate, treasure up, classify, and digest whatever he has acquired.

BARNSTABLE CO. EDUCATIONAL CONVENTION.

The annual meeting of the Barnstable County Association of Teachers and Friends of Education, was holden in Barnstable, at the Unitarian Church, Nov. 19th and 20th.

Rev. Mr. Bellows called the meeting to order at two o'clock, on Wednesday, when Rev. Mr. Haynes was chosen Secretary *pro tem.* A Committee of Nominations having been called for, Messrs. Brooks, Sargent and Blake were chosen, who subsequently reported the following list of officers for the ensuing year:

President.—H. B. Hooker, Falmouth.

Vice-Presidents.—Dr. Harpur, Sandwich; Dr. M. Rogers, Falmouth; Rev. J. N. Bellows, Barnstable; Amos Otis, Yarmouth; Dr. A. Swift, Dennis; O. Brooks, Jr., Harwich; A. S. Lyon, Chatham; Jacob White, Orleans; Wm. Leonard, Eastham; Solomon Rich, Wellfleet; J. A. Davis, Truro; Jeremiah Stone, Provincetown.

Secretary.—Rev. D. C. Haynes, Hyannis.

Treasurer.—Frederic Scudder, Hyannis.

Directors.—Sydney Brooks, J. W. Allen, F. N. Blake.

Committee of Arrangements for the present meeting.—S. G. Sargent, F. N. Blake, Edward Hinckley.

The report was accepted, and the above named gentlemen were chosen officers for the ensuing year.

The Institute, in session at the same time and place with the Convention, having adjourned for the time, and come into the meeting of the Convention, an hour was devoted to a lecture from Dr. Stone. The Doctor introduced two little girls from Boston, in illustration of his theme, (Phonography) who read, analyzed and spelled with delightful fluency and propriety, for children of their age. Adjourned to 7 o'clock, P. M., at the same place.

Met agreeably to adjournment. Prayer was offered by Rev. Mr. Sargent, of Barnstable. An address was delivered by Rev. Mr. Hooker, of Falmouth. After the address, the audience were favored with interesting readings and recitations from Prof. Russell.

Convention adjourned to meet on Wednesday, at 10 o'clock, A. M.

Met according to adjournment, President, Rev. Mr. Hooker, in the Chair. The Committee on Awards for Essays of last year was reappointed. One member having removed from the county, George Marston, Esq., was appointed in his place. It was voted that the essay written for one of the awards be read this evening; and that future essays be disposed of at the Spring meetings. The Convention adjourned to meet in the evening.

Meeting of the Association took place at the close of a lecture before the Institute. Mr. Brooks, of the Committee on Prize Essays, reported that the premium of $5 had been awarded to Miss Ann J. Page, of Barnstable, for her essay upon the question, "What are the first three objects to be attained by the teacher for the success of his school?" He also moved, that as the evening was advanced, the reading of the essay be omitted.

Voted, That the essay be published in the County papers.

Voted, That the editors of the Barnstable Patriot and the Yarmouth Register be requested to publish the proceedings of the Convention.

Voted, That the thanks of the Association be tendered to the people of Barnstable for the use of the church for the meetings, and for their kindness and hospitality. Adjourned *sine die*.

H. B. HOOKER, *President*.

D. C. HAYNES, *Secretary*.

EDUCATION IN WISCONSIN.

By the enactment of a code of Free Common School Laws, Wisconsin has laid the foundation of a system of public schools designed to secure to all her children the means of elementary instruction. For a State which has so recently become the abode of civilized man, this is a good beginning. But this is not all she has done for education. Already she boasts of her State University, for the endowment of which she has made munificent provision. This institution is located at Madison, the capital of the State, and, though founded but two years since, the number of students in the regular college classes is now between twenty and thirty, while in the Grammar and Normal Schools, many others are preparing for an early admission. The Chancellor of the Board of Regents is Rev. John H. Lathrop, LL. D.

There are Collegiate Institutes at Janesville, Racine, Kenosha, Milwaukie and Appleton. Beloit College, located in the thriving town of Beloit, is principally endowed by donations from New England States, and its friends entertain the hope that, in time, it may become the "Yale" of the West. The number of students at present is about thirty. In the Preparatory and Normal Departments connected with it, there are eighty students.

Thus the foundation of her system has been laid, and her enterprise, we doubt not, will, in due time, rear a superstructure which will increase and secure her prosperity, and raise her to an enviable rank in the scale of intelligence and civilization.

WRITTEN EXERCISES.

The constant use of the pen in education, cannot be too strongly urged. It would be well for scholars to write some exercise every day. But we are met with the objection, that it would be impossible for a teacher to correct so many exercises as would be thus thrown upon his hands. A little ingenuity will surmount this obstacle. Pupils may be selected to do the work, or, at least, a great portion of it. This will be a great advantage to those who make the corrections. Besides, the corrections made in this way will be more likely to be scrutinized by the writers of the exercises, than if made by the teacher. Another method of abridging the labor of correcting exercises, is to select a few, and read and criticise them in presence of the whole class.

The following exercise we have found very useful:—Before the school is dismissed in the afternoon, eight or ten words, generally selected from the text-books used in school, are dictated to the class. These words are written by the class on slips of paper. In the morning they are required to hand in these words on a half sheet of paper, with their definitions and a sentence containing each word.

The following is an illustration of this exercise. It was written by a boy twelve years of age. We give it precisely as written, *without any corrections.* This is about the twentieth exercise of the kind which the boy had written. The pupils are required to state important facts in their sentences.

It will be seen that this exercise combines practice in *spelling*, *defining*, *penmanship*, *grammar*, and *composition*, besides tending to fix a knowledge of important facts, by putting them in writing.

P.

EXERCISE.

	WORDS.	DEFINITIONS.
1.	Antiquity.	Ancient times.
2.	Obscurity	Darkness.
3.	Colonization.	The act of settling.
4.	Persecution.	The state of being persecuted.
5.	Hostilities.	Private enmities.
6	Depredation.	The act of plundering.
7.	Impediment	Obstruction.
8.	Perseverance.	Persisting in anything undertaken.

SENTENCES.

1. It is very interesting to visit the Antiquarian Rooms, at Worcester, and examine the book and papers and many other valuable things of *antiquity*, which are there preserved.

2. It is very pleasant to observe the sun issuing from among the clouds, after the heavens have been in *obscurity* for a number of days.

3. The *colonization* of New England was effected, through many hardships and difficulties.

4. The puritans came to this country on account of the *persecution* they received in England; and it is a fact very remarkable, that they also persecuted people in this country, who did not believe as they did in matters of religion.

5. Our forefathers were continually exposed to the *hostilities* of the Indians, and they were oftentimes so much reduced by sickness and want, that they became disheartened and resolved at one time to abandon the settlement.

6. In 1778 and '79 the Indians made several *depredations* upon the peaceful County of Tryon, in N. Y., burned the towns and killed the inhabitants or made them prisoners.

7. There have been several instances lately, of *impediments* being placed upon the rail road track, with the intention to disable the engine and injure the passengers.

8. The Puritans must have had a great deal of *perseverance*, to have passed through so many perils.

SPEECH OF REV. CHARLES BROOKS AT THE CAPE COD ASSOCIATION.

MR. CHAIRMAN:—In replying to your call, I have thought it might not be uninteresting to state the cause and occasion of the writing of that popular little poem on the "Landing of the Pilgrim Fathers," by Mrs. Hemans. During a short and delightful stay at her house in Dublin, Ireland, in July, 1834, I had a long conversation with her. She expressed a deep interest in the United States, and said that she had been better understood in Massachusetts than in England. She uttered with deep feeling, her profound gratitude to Prof. Norton of Cambridge, for the delicate and efficient manner in which he had commended her to the American public; for the generosity with which he had published, at his own risk, a beautiful edition of all her works, and then sent his approbation of her in that substantial and unequivocal form, which admits of no misconstruction,—*pounds sterling.* This patronage stimulated her to efforts, which otherwise she would not have made. She told me, that of the many strangers and foreigners who had visited her within the last three years, she had been most gratified with the Americans, and named one or two as signal examples. She was as truthful in her words as she was pure in her thoughts; and in thought no angel was purer.

In her conversation, she was simple and glowing, and seemed without effort to throw the prismatic colors of her own idea upon every object she touched. I was struck with her deep sense of justice when she spoke of her sister spirits, Joanna Baillie, Caroline Bowles, Mary Mitford, Letitia Landon, and Mary Howitt. She never spoke of them as rivals or competitors, but as friends and companions.

I told her, that as a member of the Old Colony Pilgrim Society, I had a right to thank her in their name, for her true and touching little poem on the landing of the Pilgrim Fathers.

"Well," said she, "should you like to know how I came to write it?"

"Certainly I should," was my reply.

She said it was thus:—"I purchased two volumes at the bookstore and brought them home, and as I laid them on the table my eyes were attracted by their envelope, which proved to be eight pages 8vo of an address delivered at Plymouth on some anniversary. There was no title, no page, and no date. The excellence of the paper and the beauty of the type first arrested my attention; but, how this stray fragment got to Ireland, I could never ascertain. I began to read, and I found it contained an entire description of the fact of landing, and so beautiful was the painting, and so thrilling the fact, that I could not rest till I had thrown them into verse; I took off my bonnet, seized my pen, and having read and re-read the story, I caught the fire from this transatlantic torch, and began to write, and before I was aware I had finished my poem."

I then told her how much we valued the lines for their truthfulness and spirit, and how I had stood with a thousand persons in the old Pilgrim Church, at Plymouth, on "Forefathers' Day," and sung with them her exquisite hymn. At this remark a tear stole into her eye. "But," said I, "my dear madam, there are two lines of that poem which the descendants of the Pilgrims prize above the rest." "Ah! which are they?" I began to repeat—"They *left* unstained what there they *found.*" "O! yes, said she, interrupting me hastily, and then reciting the next line, "Freedom to worship God." "Yes," I replied, '*Freedom to worship God.*" Then raising her voice, her eye at the same moment beaming with religious enthusiasm, she exclaimed,—"It is the *truth* there which makes the poetry." Yes, Mr. Chairman, *it is the truth there which makes the poetry* —for, so true is that poem to the facts and feelings of the case, that this fortunate lady has connected her name forever with the shore of Plymouth and the landing of our fathers; yes, so long as the "breaking waves dash high on that stern and rock-bound coast," to chant their ocean-dirge at the grave of the Pilgrim, so long shall be joined in the sacred requiem the name of Felicia Hemans.

When about to say farewell to this charming lady, she took my hand and said,—"When you next meet with your Pilgrim Society, present them my heartfelt thanks for their flattering partiality towards me, and tell them that I wish each one of them prosperity and happiness.

Unfortunately, Mr. Chairman, I have not been able to meet with our Pilgrim Society since that event, and therefore I avail myself of this opportunity, the most proper that could happen, to discharge my long-cherished, well-remembered religious trust.

The Rev. Principal Lee, in his usual inaugural address to the students of the Edinburgh University, in regard to the prosecution of their studies, said that all the eminent men of the age with whom he was personally acquainted, and who had risen to distinction, had gone to college at an early period,—Brougham at twelve, Dr. Chalmers at eleven, and Lord Campbell at eleven years and a half.

DRAWING

ON THE PRINCIPLES OF PESTALOZZI, FOR THE CULTIVATION OF TASTE AND INVENTION.

BY PROF. WM. J. WHITAKER,
Principal of the New England School of Design, Boston, Mass.

Entered according to Act of Congress, in the year 1851, by
William J. Whitaker,
In the Clerk's Office of the District Court of the District of Massachusetts.

FIRST COURSE.

In our last paper we went through the simple combinations of the straight line, and now turn to a new element, which will bring with it new and extended powers of production, viz., the Angle.

Angles are formed by the junction of two lines, and are of three kinds, the quality of each being determined by the space between the opening of the lines. They are called the right, the acute, and the obtuse angles. The right angle is formed by placing one line perpendicular to another; it is also the standard of measurement for the other angles. The measure of a right angle is 90 degrees. Every circle is divided into 360 equal parts; these are called degrees, and by drawing two lines crossing each other across the centre of a circle at equal distances, we shall get four right angles. The curved line between the areas of each would be called a quadrant, or the fourth part of a circle. Every quadrant is consequently 90 degrees of measurement; and inasmuch as the right angle is the boundary of the quadrant, we call it also a measure of 90 degrees. The acute angle is any angle less than a right angle. The obtuse angle is any angle larger than a right angle. The right angle is perfectly arbitrary in its form, admitting of no modification whatever; while the other two may be of more or less capacity as required by circumstances. To draw these forms without the aid of any instruments is not quite as easy as it may seem; but a little practice will soon enable the student to make them with accuracy if persevered in. They should be drawn in various positions, so that we may know them in whatever form they may be presented to the eye. Then we should draw them in series, or, in other words, one within the other, until a proper degree of accuracy is obtained. All art, however simple in its manifestation, should be the representation of truth; neither more nor less than the truth. If this is rigidly followed, excellence will be attained, and give us the power to produce with ease and certainty whenever we may be required to execute either for our own pleasure, or that of our friends, or for the still higher purpose of imparting instruction to the young. We must adhere firmly to natural laws, and natural principles and sound practical results will be sure to follow.

COMBINATION OF ANGLES.

In combining these figures we make use only of relative combination; and for this reason, if we put two right angles together without allowing them to actually meet, we can give the idea of the square, and at the same time keep the elements correct. But if we let them join so as to form a perfect square, the result will be the opposite. We shall have four right angles, instead of two, thereby increasing the elements and destroying the aim of the exercise.

Order of Exercise.

1. Combine two right angles.
2. Combine four right angles.
3. Combine two acute angles.
4. Combine four acute angles.
5. Combine two obtuse angles.
6. Combine four obtuse angles.

In teaching this method to children the teacher should make liberal use of the blackboard, as the copying of their designs upon it will frequently suggest new thoughts, and produce greater variety of combinations. All irregular and misshapen forms should be rejected, and the reason given why they are so. Sometimes, however, it is good to place one or two upon the blackboard beside better ones, and endeavor to get the pupils to point out the reason why one appears so much better than the other. This is a beneficial exercise, and one that will tend to improve both teacher and children.

In large classes various capacities will be found; some will need encouragement, some a little direction, and others will need checking when they produce numerous designs badly executed. The aim must always be to draw well, and not to draw fast, speed being readily acquired when excellence of execution is once attained.

Another kind of exercise is exceedingly useful, and tends to clear perception if made judicious use of. I will give it in the form of a lesson for the sake of being clearly understood.

Teacher. (Taking his stand at the blackboard.)—Can any one come and draw me a design on the board?

Child—Comes and draws two right angles, perhaps irregularly.

Teacher.—Is that quite correct?

Class.—Not quite.

Teacher.—Can any one improve it?

Child—Comes and draws the same idea correctly.

Teacher.—Why does the last one look better than the first?

Class.—It is more correct.

Teacher.—Anything else?

Class.—It is more regular and truthful.

Teacher.—Yes, and that which is most truthful will always be the most pleasing and beautiful; that is, if we try to cultivate the spirit of truth in our life and actions. Can any one draw a different design?

Child—Comes and executes a second.

Teacher.—That will do very well.

This may be carried on until quite a number are produced. They should be examined and commented on by the class, then erased, and the pupils required to produce them from memory on their slates or papers, together with such new ones as they can think of.

These exercises complete the simple combinations of angles, and must be dwelt upon until some degree of accuracy is attained, but never long enough to awaken distaste. The reward of a piece of blank paper, with permission to draw more and better designs for the teacher, will ofttimes have a salutary effect on the mind, and is a privilege eagerly sought for by the pupils. The eye and the hand must be cultivated in unison, and no artificial means resorted to on any pretence whatever. It is best even to dispense with the use of the India-rubber, as its continuous use is apt to engender slovenly habits, while its disuse leads to habits of neatness and correctness of drawing.

The next exercises will be illustrated so that they may be clearly defined.

ENERGY REQUISITE FOR THE TEACHER.

ENERGY is an indispensable requisite in almost every employment: especially is it necessary for the *Teacher*. The artisan works upon brute unconscious matter, moulding the crude and shapeless mass to forms of beauty and utility. The laws by which he operates are simple and uniform. The teacher works upon mind: the image of the Eternal Spirit. How much more subtle and complex are the laws of mind than of matter. The physician has to deal with our outward frames—organized matter, instinct with life and sensibility. The laws of matter thus ennobled by contact with mind, become more complex and abstruse. But it is mind itself that is the subject for the teacher's forming hand. If energy be necessary for the artisan who works on wood or stone, and for the physician who deals with organized forms, much more is it necessary for one who shapes the immortal mind. He must have soul enough to animate his own body, and all the bodies around him. The whole school must be pervaded by his spirit, instinct with his life. He must have vitality enough to arouse the slothful to action; power to hold in check the heedless impulse of the thoughtless; and decision to subdue the obstinacy of the wilful. His is the controlling energy to guide the course of all those committed to his care in the paths of knowledge. The mind that the teacher is called to mould, is often presented in the most unfavorable condition. Vicious habits cherished by parental indulgence are to be corrected, aversion to study almost insuperable is to be overcome, and wilfulness that spurns at wholesome restraint must be subdued. These things are expected of the teacher, and woe to him if he is of feeble and irresolute purpose. It was deemed a hard requirement when the tyrant demanded of his physician,

"Canst thou not minister to a mind diseased;
Pluck from the memory a rooted sorrow;
Rase out the written troubles of the brain;
And with some sweet oblivious antidote
Cleanse the stuffed bosom of that perilous stuff
Which weighs upon the heart?"

If the teacher is not called upon to rase out of the brain of his scholars "written troubles" and "rooted sorrows," he is expected to eradicate sloth, correct perverted activity, and by proper culture to remove all the "perilous stuff" with which young hearts are fraught. Baffled by the obstinate dulness of some of his pupils, he is to try again and again to arouse their minds to action. Vexed by the levity and inconstancy of others, he is never to despair. He must seek for new methods of arresting the attention of the careless. He must invent new plans to illustrate to his scholars those principles, trite and familiar to himself, but wholly unperceived by them. He must resolve to succeed; to yield to no discouragement; to be hindered by no obstacles. A school will not be properly governed unless the teacher has energy and decision of character; and without proper government, there will be but little intellectual improvement. The scholars soon perceive this deficiency in a teacher. There may be any amount of blustering, an abundance of impotent threats, or a succession of cruelties inflicted by the imbecile tyrant who sits enthroned in the desk, wielding a ferule for a sceptre, but there is no government. The energetic teacher has sufficient force of character to quell all incipient rebellions; or rather he holds so steadily the reins, that no resistance is attempted. Calmly yet effectually he controls those under his charge. Without energy in the instructor, the whole process of teaching degenerates into a dull routine of disagreeable exercises, tiresome from their monotony, and almost useless from their lifelessness. It is a stereotyped edition of dulness. No wonder that to the buoyancy of youthful vivacity, this becomes an intolerable burden;—and mischief is continually resorted to, that the insipidity of their daily drudgery may have some seasoning. There is something contagious in energy. It arouses the slothful and inspirits the discouraged. Energetic teachers will have energetic scholars; while dulness propagates itself indefinitely. If a teacher has a bad school, it will not do for him to cast the blame on circumstances; he lacks the power to control the outward circumstances by his own resources. This characteristic of the successful teacher is not to be obtained by simply wishing for it. No one bowed down by tame pursuits and indolence, can by a single purpose break the chains that have long bound him. Yet he need not despair. A beginning of a nobler life may now commence. Each act of self-denying duty, each foolish habit broken, and each temptation overcome, shall increase the power. The oak that throws abroad its giant arms defying the tempest, receives strength and nourishment from each fibre of its branching roots, and each leaf on its boughs that trembles in the breeze. Our destiny is in our own hands. To man is committed the helm; he may steer his bark against the current, or idly float down the stream, till he is lost in oblivion. There is a miserable caricature of energy by which some impose upon themselves, in mistaking for force of character a restlessness of mind, and a showy, bustling manner of doing ordinary things. The eagle in his high flight moves round his broad circles through the sky, without fluttering his pinions;—while the summer insect, dancing in the sunbeams, makes little progress, though his quivering wings vibrate thousands of times in a second. One who has real energy is not solicitous to exhibit it by a blustering manner. Silent and unostentatious moves on the course of nature; clothing the earth with vegetation, and bringing forth its sustenance for all; spreading out the pomp of its forests, and the garniture of its fields. Thus the truly energetic act calmly; yet efficiently press on in the path of duty; delving in the rich mines of thought, and bringing from the quarry, those now rude, who, when polished by education, are to become pillars of State, or living stones in the temple of our God.

C. F. A.

Bath, (Me.,) December, 1851.

[For the Massachusetts Teacher.]

MR. EDITOR:—Ought not Editors of periodicals—especially those who conduct such as are devoted to Education—to correct all inaccuracies in the language of the articles furnished by their correspondents? Otherwise, do they not endorse, and thus aid in giving currency to errors? Is it an adequate excuse for an omission to do this, that the errors are trifling? If so, I would inquire what amount of inaccuracy in language constitutes a claim to attention? Where are we to begin? Where to draw the line?

These queries are suggested by the fact that several minor mistakes in language occurred in the number of the Teacher for November. Among them are these:

In the Report of the Anniversary Exercises of the State Normal School at New Britain, Conn., is this expression: "In the evening a lecture before the Association, by Collins Stone, Professor in American Asylum for Deaf and Dumb," &c.

Is there not an *article* omitted?

Again, "Wednesday afternoon was occupied in delivery of orations," &c. Here, too, the same omission occurs.

On the same page, in an extract from Cicero, three lines from the bottom, is the expression, "He that makes any thing his chiefest good," &c. Now, notwithstanding the authority of Paul and Shakspeare and others, it seems to me we ought not to multiply such anomalies.

In the "Report of the Annual Examination of the Boston Public Schools," on page 333, second paragraph, is this expression:

"The Committee have devoted but little time to examination in Philosophy, Astronomy, Physiology, &c. until they have been satisfied," &c. Is not the wrong tense used here—the *perfect* for the *plu*-perfect in the first member of the sentence, if not in the use of the *perfect* for the *im*perfect, in the second?

On page 342, in the closing sentence of the first paragraph of the article on the Public Schools of the city of Cleveland, is this language: "When we read his reports, we could but wish," &c. Did not the writer mean, we could *not* but wish? Does his expression convey the idea he intended? Errors of this kind are very common in this and other publications. Teachers ought not to allow them to go uncorrected. We very often see the phrase "Teacher's Institutes." Does it mean Institutes for *one* teacher? T.

As *one* of the editors of the November number alluded to in the communication which we have inserted above, we desire to tender our humble thanks to our correspondent for his friendly criticisms. We hope to profit by them. We have no authority to speak for our colleagues, but we presume they entertain similar sentiments respecting the matter. Perhaps our correspondent himself can speak for *one* of them, and if any of the responsibility falls upon him, we are sure he is not the man to shrink from it.

We (I) desire with all our heart, to follow that good piece of advice, which Pope has so well expressed in the couplet,—

> "Trust not yourself, but your defects to know,
> Make use of every friend and every foe."

If any one will tell us our faults in a kind spirit, he is a *true* friend.

We are *one* of those who believe that neither an editor nor a schoolmaster has a right to be ignorant of the English language, or careless in the use of it.

A French philosopher once said of an act, "*It is worse* than *a crime; it is a* BLUNDER."

Now if he made that remark in reference to an error committed by a schoolmaster or an editor against the canons of his mother tongue, we should be more than half disposed to coincide with him in his opinion, and acquit him of the charge of extravagance. We are well aware that, tried by this high standard, we should be found almost the "*chief* of sinners;" but for past offences we ask pardon, and promise to be more circumspect in future.

As the use of the phrase "can but wish," was a sin of commission, perpetrated by us personally, we may, perhaps, be expected to plead guilty or set up a defence. But to save time we beg leave to refer the Court to Webster's Unabridged Dictionary, and to John Horne Tooke's Diversions of Purley, p. 108, and we will abide the judgment rendered. P.

ALGEBRAIC PARADOX.

1. Let $a = x$, then,
2. multiplying by x, $(= a)$, $ax = x^2$,
3. adding $-a^2$, $ax - a^2 = x^2 - a^2$,
4. factoring, $a(x-a) = (x+a)(x-a)$,
5. dividing by $x - a$, $a = x + a$,
6. substituting a for x, $a = a + a = 2a$, and
7. dividing by a, $1 = 2$.

MR. EDITOR:—Will the readers of the Teacher brook one more article on this mooted question? Patience is a virtue, particularly in the guides of youth. The gold of California is not obtained without persevering effort. Is *truth* less valuable?

V. L., in the Teacher for June, 1851, speaking of an article in your Journal for October, 1850, says, "J. S. E. has committed a serious error in his conclusion." After a careful examination of his explanations, I am unable to discover the "error;" but, if I am not now seriously mistaken, V. L.'s *premises* are erroneous, and hence, though his reasoning may be correct, *his conclusions are not reliable.*

After stating the well-known fact that every equation has *as many* and *only* as many roots as there are units in its degree, V. L. asserts that "equation (2,) [$ax = x^2$,] is a *quadratic*," and hence concludes that the only *possible* values of x, in that equation, are $x = a$ and $x = 0$. Now, I claim that $ax = x^2$ is *not* an equation of the second degree, according to the proper meaning of that term. See Chase's Algebra,* p. 265. "If the exponents of the unknown quantity, *** be all *integral*, or if their *differences* be all *integral*, *the degree of the equation* is correctly expressed by *the difference between the greatest and the least of those exponents.*" Or, more specifically, (Chase, p. 55,) "$x^n = 5\,x^{n-1}$" is "*actually of the first degree.*" Although we take the equation, $ax = x^2$, and prepare it as V. L. does, viz., $(x—a)\ (x—0) = x^2—ax = 0$, it *does not* follow that x *must* $= a$ and $x = 0$, and *nothing else;* for the equation is satisfied by making *either* factor, $(x—a)$ *or* $(x—0) = 0$; and because $x—a = 0$, *it does not follow* that $x—0$ *cannot* $= a$, and consequently $x = a$, *or any other quantity whatever.*

Again, taking another view: suppose we have $a=x$; no one doubts that we may multiply both members of this equation by *any* number we choose, e. g., by x $(= a)$. Now will V. L., or any other mathematician, seriously contend that a mere transposition of terms, changing of signs and factoring, can change that x, by which we multiplied, into 0? Surely, if we divide both members, $ax = x^2$, by x, obtaining $a = x$, the x by which we divide *may* be equal to *any* quantity if we *disregard the origin* of the equation, and *must* be equal to a, if we *regard* the origin, for it was *made* equal to a by hypothesis.

Once more, (for I wish to make the matter so plain that no one can misunderstand,) take a similar example:

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* I trust that H. T., who has an article on the Paradox in the Teacher for July, will pardon me for referring to Chase and others. Though we would not quote the opinions of men as *authority* in the mathematics, yet attending to their reasonings not unfrequently assists us in coming to right conclusions.

Let $a = x$,
multiplying by 3, $3a = 3x$,
transposing, changing signs and factoring, $(x—a)\ (3—0) = 3x—3a = 0$,
dividing by $x—a$, $3—0 = 0$.
Is the factor 3—0, *therefore*, = 0 ! !

Please indulge me in one more example:

1. Let $a = x = 6$,
2. again, let $a = x = 6$,
3. multiply (1) by (2), $a^2 = x^2 = 6^2$,
4. multiply (1) by a or 6, and transpose, $ax = a^2 = 6^2$,
5. subtract (3) from (4), $ax—a^2 = a^2—x^2 = 6^2—6^2$,
6. factor, $a\,(x—a) = (a + x)\ (a—x) = (6 \times 6)\ (6—6)$,
7. divide, $a = a + x = 6 + 6$,
8. substitute a for x, and unite, $a = 2a = 2 \times 6$,
9. divide by a or 6, $1 = 2 = 2$.

It is an axiom that if equals be divided by equals, the quotients will be equal; hence, I suppose, V. L. will not object to dividing the first member of equation (6) by $x—a$, the second member by $a—x$, and the third by 6—6, since each of these divisors equals 0. Then, in equation (7), though he may be disposed to consider x, in the second member, 0, *I hardly see how he will make* EITHER *of the* 6's, *in the third member, equal to* 0.

I think V. L. (unintentionally, I doubt not,) misrepresents me. In his second paragraph he implies that I consider the values of $\frac{a\,(x—a)}{x—a}$ and $\frac{(x+a)\,(x—a)}{x—a}$, *indeterminate, not knowing their origin.* This is far from true. *Knowing their origin*, I claim that the value of the first fraction is a, and that of the second is $x + a$, i. e., $2a$, for x *is expressly made equal to* a.

If the above reasoning is correct, may I not refer the reader to the October number of the Teacher for an explanation of this question?

Whenever 0, as a divisor, enters a calculation, care should be used that no error creep in. Robinson's Algebra, University edition, p. 102, has some good remarks upon this subject.

If, as H. T. asserts, 0 cannot be factored for all the purposes of Algebraic analyses, how shall we discuss the General Theory of Equations? J. S. E.

"My son, be this thy simple plan:
Fear God, and love thy fellow-man;
Forget not in temptation's hour,
That sin lends sorrow double power:
With hand and brow and bosom clear,
Fear God, and know no other fear."

HOW DO YOU TEACH?

TEACHER, will you not pause a moment and ask yourself these important questions? How do I teach? Am I filling the minds of my pupils with words without thoughts? Am I developing their minds, and thus preparing them to learn well in the great school of life? Do my pupils understand what they are required to learn? Do I aim at giving them the instruction which will make the most show, or that which will most thoroughly discipline their minds and prepare them for the practical duties of life?

These are subjects which should engage a portion of your thoughts each day. When the labors of the school-hours are ended, and the children are wending their way homewards, sit down and reflect for a few moments upon the labors just closed, and answer in your own minds the above interrogations. Think what are the materials you are moulding—none less than the immortal mind—and that, too, when in its most plastic state.

The impressions and principles now written upon it are the most enduring. How important, then, that it should receive your most solicitous attention, that you work not with unskilful hands. Do you hear recitations by simply listening to the pupils, with book in hand, while they repeat, parrot-like, the language of the lesson? And do you regard the readiness with which they are able to do this as a proper method for determining whether they understand the subject well or not? Then you deserve not the name of Teacher. Any little child that can read could teach as well as that. Such a practice may fill the memory with words, but will not develop the mind, nor impart to it thoughts and principles. It is not doing your duty. It is not teaching.

Pupils should be required to think for themselves, and to tell what they know of each subject under consideration; then, when they do not comprehend it, let it be explained to them.

It may be well to sometimes call on a pupil, during a recitaion, to act the part of a teacher, as lecturer, and explain the lesson to the class as if it had not been learned.

Such an exercise will prove highly beneficial, for thus teaching others improves the teacher as well as the taught. It will tend to impart confidence and self-command, while it greatly improves the pupil in communicating intelligibly to others.

But the teacher must be the instructor, and do most of the questioning of his pupils. In doing this, leading questions should be avoided, such as may be answered by yes, or no, or as are so explicit as to indicate what the answer should be.—*The Student.*

FIRST SEMIANNUAL REPORT *of the Superintendent of Public Schools, of the city of Boston*, 1851.

THIS report is from the pen of Nathan Bishop, Esq., who, previous to his election to the high office which he now fills, had held a similar office in the city of Providence, for nearly twelve yerrs.

It is an elaborate production, and, in our estimation, one of great practical value. We cordially commend it to the attention of School Committees and Teachers. Believing, as we do, that the recommendations which it contains are calculated to advance the interests of our schools, we sincerely hope they will be adopted by the school committee.

The main topics of discussion are school-houses, in reference to proper size, separate rooms, and warming and ventilating; text books; and the qualifications of teachers. Our present limits forbid an extended abstract, but we hope to lay its pages under contribution for a future number.

Respecting the size of school-houses, he says: — "Our largest school-houses, such as the Bigelow, the Hancock, and the Quincy, will accommodate without inconvenience about eight hundred pupils, and thus afford opportunities for making a classification of the scholars which will secure to each one the benefits of having about *one half* of his teacher's time devoted to his section, and if he is as attentive as all scholars ought to be, this is about the same as having this amount of time given to his personal improvement. These may then be regarded as school-houses of the proper size for a dense population; because the number of scholars required to enable the teachers to make the best possible classification, can came to each house without any practical inconvenience arising from the distance. The importance of having schools large enough to classify the pupils to the best advantage cannot easily be overstated."

He then proceeds to show that they are *cheaper*, and concludes that the larger the school (not exceeding eight hundred in one house) the greater the facilities for classification and successful teaching, and the less the annual expense per scholar; and on the other hand the smaller the school, the less the facilities for classification and instruction, and the greater the annual expense for each scholar.

He is decidedly in favor of *separate rooms*. He says:

"For several years, experiments testing the superiority of separate rooms have been going on in this and other cities, and the opinions of those who have taught, both in large halls with recitation rooms attached, and also in rooms just large enough for one division containing fifty-five or sixty pupils, are, almost without exception, in favor of the separate rooms."

We hope the day is not distant when Boston will have an institution where young ladies may qualify themselves to become teachers, better than it is possible for them to do in our best grammar schools. On this point, the Superintendent says,

"Every year between forty and fifty well-qualified female teachers will be wanted to fill the vacancies which are occurring in the places of teachers. If these places are filled by persons of very high qualifications, the schools will be greatly improved without any increased expense. The teachers now in the schools are generally deserving high commendation for their 'pursuit of knowledge under difficulties,' and for making acquisitions beyond the course which the grammar schools afford. If, however, the standard of the qualifications of these teachers could be at once raised *one-fourth*, the character of the schools and the scholarship of the pupils would very soon be raised in the same proportion.

"For the purpose of accomplishing this object in the most direct and feasible way, I recommend the establishment of a Normal School as a part of the Boston System of Public Instruction. It is due to the inhabitants of this city to establish an Institution in which such of their daughters as have completed with distinguished success the course of studies in the grammar schools, may, if they are desirous of teaching, qualify themselves in the best manner for this important employment. Educated in our schools, they would be familiar with our modes of teaching and management, and would lend a cordial coöperation in carrying into effect all the provisions of the School System. It is believed that the amount of money required for the support of such a school cannot be expended in any other manner which will render so much service to the schools."

P.

FIFTEENTH ANNUAL REPORT *of the Secretary of the Board of Education.*—1852.

THIS is the third report to the Board from the pen of Dr. Sears, the present Secretary.

In his first, the *appointment of teachers* was the most prominent topic of discussion. The great and manifold evils resulting from the policy of placing the appointing power in the hands of one Committee, and the approbating power in the hands of another body, are placed in their true light.

In last year's report, the superior advantages of a *proper* *gradation of schools* were set forth with great force and clearness. It seems hardly possible for a person of unprejudiced mind to read it without becoming a convert to the graded system.

Above forty pages of the present report are devoted to the subject of *Instruction.* Some of the most injurious mistakes and errors in teaching are considered in connection with their remedies, and a general view is presented, of the course of study, and method of instruction, adapted to the lower schools.

The views which the Secretary has embodied in this paper, are by no means the "hasty product of a day," a mere conglomeration of crude, undigested notions and impressions. They are the well-ripened fruit of long experience, careful study, and mature reflection.

This production will, in our opinion, not only sustain, but materially advance the high reputation as a sound educator which the learned writer has heretofore so justly enjoyed.

The subject naturally addresses itself to teachers, and no intelligent one can read it without profit. It will bear to be *studied.* We can take it with us to the schoolroom, and take counsel of it in the practical business of teaching.

It is not a re-hash of other reports, but a fresh contribution, —a new development rather than a compilation.

For one, we welcome it with unfeigned cordiality. It rises like a new star above our horizon, and ascends to its place in the firmament to illumine our path. It is not a local light, calculated only for a particular meridian. It shines for all. Like the sunlight, it is adapted to every latitude and longitude on the globe.

We regard it as one of the self-evident propositions that every individual of the 8,694 teachers in this State ought to be put into possession of it. We abstain from making any extracts from it because we propose to lay it entire before the readers of the "Teacher." P.

EDUCATION IN MAINE.

AN ACT *to Provide for the Education of Youth, and the Fifth Report of the Board of Education of Maine, with the Report of their Secretary, Hon. E. M. Thurston,*—1851.

IT is understood that the compilation of this Code of Public Instruction was mainly the work of the efficient Secretary of the Board. Whatever may be the actual state of Common Schools in Maine, the provisions of her School Laws, as they now stand, are, in general, wise and salutary. The following is the provision for the choice of Superintendents or Supervisors:

"Any town containing two thousand inhabitants or more, instead of the Committee named in the preceding section, may choose some competent individual, an inhabitant of said town, who shall be constituted a Supervisor of the public schools of the town; the same to be duly sworn, and to have all the powers, privileges and duties, and in respect of all the provisions of this act, to stand in the place of a Superintending School Committee, as by law provided."

The Code adopts the substance of the Massachusetts Act in relation to truants and children without any regular and lawful occupation, and growing up in ignorance. We sincerely hope, however, that the municipal authorities of Maine will not imitate the laxity of the " powers that be " in Boston, in executing the law. It is an excellent remedy for the evil, and its faithful application would effect a speedy cure.

Respecting the erection of school-houses the law provides that:

" Whenever any school district shall vote to erect or re-construct a school-house, the plan of the same shall first be submitted to the Superintending School Committee of the town for their approval."

It provides for the punishment of " any person, whether he be scholar or not, who shall wilfully interrupt or disturb the teacher of pupils by loud speaking, rude or indecent behavior, signs or gestures."

It appears from the Secretary's excellent Report, that the Superintending School Committees hold annual County Conventions. Such meetings, as far as we know, are peculiar to Maine. He says:—

" A county convention of School Committees was held in each county during the past autumn. I had the pleasure of being present in every instance, and endeavored to add something to the profit and interest of the occasion.

The Committees assembled at each of these Conventions, in addition to the discharge of their official duty in electing a member of the Board of Education, usually consulted together in reference to the proper discharge of the various and responsible duties required of them by the laws of the State.

And whenever a difference of opinion prevailed in reference to any of the topics presented for discussion, there was a manifest disposition to compare views, for the sole purpose of eliciting truth. An increasing interest in behalf of public instruction is every year becoming more apparent among School Committees in various parts of the State. I regard these conventions as a prominent motive power in producing so desirable a result."

The Secretary has inserted in his Report an extended article on the subject of School-houses. This he has been induced to do in consequence of the refusal of the Legislature to supply the town with Mr. Barnard's excellent standard work on School Architecture. On what ground the Legislature of a State, where thousands of the school-houses need great improvements, could refuse so reasonable a request, we are unable to see.

Mr. Thurston has done a good thing in laying before the people of Maine so much valuable information on this department of school economy.

From the Report of the Board we quote and fully endorse the following remarks on Reform Schools.

"Perhaps no institution of recent establishment, marks more strongly the character of the age, than Reform Schools. They are additional barriers in the downward course of youthful folly and vice, to check and to save. When parents prove unnatural, when schools are neglected, and school officers negligent; when the young offender has taken his first steps in crime,—it is indeed a hopeful thing that the Reform School is open to receive him, before hardened by guilt and shameless from punishment. Although the Reform School may not be intimately connected with our common schools, it is a result of the awakened interest in education, and has its foundation in the most enlarged benevolence. We regard it as a powerful auxiliary in the cause of education, and we hope that the work of its establishment in our State, so auspiciously commenced, may be carried on and completed."

P.

"The education of our children is never out of my mind. Train them to virtue, habituate them to industry, activity and spirit. Make them consider every vice as shameful and unmanly. Fire them with ambition to be useful. Make them disdain to be destitute of any useful knowledge."—*John Adams to his Wife.*

The next Annual Meeting of the American Institute of Instruction, will be held at Wilmington, in the state of Delaware, provided the usual reduction of fares can be obtained.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 3.] CHARLES J. CAPEN, EDITOR OF THIS NUMBER. [March, 1852.

SCHOOLS IN ENGLAND.

Minutes of the Committee of Council on Education; Correspondence, Tabulated Statements of Grants, &c.; and Reports by Her Majesty's Inspectors of Schools. 1848–49–50.

THESE Transactions are comprised in two royal octavo volumes, of about eight hundred pages each, and contain very full reports, by each of the Inspectors, of the condition of the schools in the respective districts. The examination papers are, by no means, the least interesting portion of the work; for they present us a *verbatim* copy of all the questions proposed to the teachers, both masters and mistresses, in the various districts, previous to certification. We propose to give some account of these questions, and, as far as our narrow limits will allow, of the "Reports,"—trusting that the subject will be deemed sufficiently acceptable to teachers, to warrant a further review in succeeding numbers.

It is worth the while, in our progress in a task so responsible as that of the teacher, to take an occasional observation, and ascertain our relative position with respect to other countries. It is generally believed that we are far in advance of all other countries in our success in educating the masses. A more dangerous error could not prevail: such notions cannot but be attended with apathy and neglect, when energy is most in demand. That a larger proportion of our people, than of any nation, receive the benefits of free education, may be true; but that education in our state and country is based on system, and that we have been more fortunate than other nations, in conducting it upon a solid foundation, we deny. The dawn of that day which shall behold such a fortunate condition, is but just breaking.

It cannot be denied that the public mind is comparatively unenlightened upon this great topic. Consider, for a moment, what course has been generally pursued, in our own State, in any one branch of what is usually termed "a common school education," and we shall be convinced that our condition is deplorable, compared with what it might have been, and still is destined to be. Reading, spelling, geography, grammar, and mathematics, are the branches of study which have been most favored, in our system, with public attention. But what progress has yet been made by us towards a rational system of instruction, *universally* pursued in any one of these branches? How many of the thousands of teachers in our State have studied Elocution as an art? And are we prepared to admit that rational instruction in reading is not founded upon a proper study of that art which was the ground-work of success in a Demosthenes and a Tully? We are just beginning to open our eyes to the fact, that "*the plan upon which we have been teaching geography is all wrong!*" Grammar has been attended to in our public schools with no better result than would have followed its total neglect; for it cannot be disputed, that not more than one in ten of those who have been drilled by the system generally adopted, has, after five years attention to it, learned to write the English language correctly and fluently. If there be any branch of our course of school studies, in which we have excelled in the method of teaching generally adopted, it is arithmetic; and yet, how many can conscientiously lay claim to have taught this on logical principles. Let the general neglect of teachers to avail themselves of the Inductive System, and of the new light afforded by Warren Colburn, answer. Have we not, in our methods of instruction, been grasping at shadows, and neglecting the important subject of mental discipline and culture. We believe that the opinion of our fellow teachers will bear us out in asserting this: he who denies the fact, is ignorant of the whole subject. There are exceptions, of course; but they by no means invalidate the statements.

These thoughts were suggested to us on reading the volumes, whose title we have above quoted.

Could they be reprinted entire, and extensively circulated in this country, we believe they would give an impetus to the cause of education which could be derived from no other source; for they present a view, scarcely less complete than personal inspection would afford, of the details and working of a system which, however meagre in its present results,—having been in active operation but a comparatively short time,—furnishes evidence of intrinsic excellence, and betokens a prospective efficiency that may challenge comparison with any that has yet been presented to the world.

The tabular portion of the work exhibits a minute account of the expenses for buildings and school apparatus, salaries of teachers, number of schools and scholars, average attendance, &c.; also, a condensed view of all the statistics of population, and its relative dispersion in the several counties; of property, pauperism, bank savings, and of criminal commitments enumerated under specific heads; their mutual influence upon each other, and their relative condition in different districts, are likewise presented on a percentage basis, and so illustrated by means of plates exhibiting a geographical outline of the country, and variously shaded, that the relative intensity of crime, &c., in the various counties in England, is as vividly presented to the eye as their relative extent of surface. With such aid, the educational reformer and the philanthropist may direct their efforts, and the statesman legislate, with a degree of intelligence, wisdom, and justice, attainable by no other basis; for statistics are the rational basis of reform.

The manner in which this work has been performed by the Inspectors, gives ample evidence of their scholarlike attainments, no less than of their zeal, ability, and faithfulness.

As these volumes are within the reach of but few teachers, we propose to make copious extracts from such portions of the "Reports," as will prove, by their perusal, of practical benefit. Some account of the "Ragged Schools," and also of the "Sessional Schools" of Scotland, the "Training" and the "Normal Schools," will, we think, prove both entertaining and instructive.

The examination of the teachers was conducted by the Inspectors in their several districts, the answers being given in manuscript. The examination papers were divided into sections, under the respective branches, each section containing four questions, of which the candidate was directed to answer only one, and that of his own selection. If a competent knowledge in a fair proportion of the subjects was evinced, the candidate received his certificate. Some idea of the thoroughness of the examination may be entertained, when it is considered that the candidates were examined by searching questions in thirteen different subjects, and that not a majority of the students in the graduating classes of our colleges would have sustained themselves creditably either in the English or classical departments. How the candidates themselves succeeded, will hereafter appear. The fact that the schools throughout England are indoctrinated in the creed, and that religious instruction is daily inculcated in them, under parliamentary enactment, will account for the thorough examination in the liturgy, and in scripture and church history. The following is a selection from the questions in this department:

SCRIPTURE HISTORY.

By whom, and under what circumstances, were the first and second temples at Jerusalem built and destroyed respectively?

In what parable does our Lord speak of the gradual growth of his kingdom?

What insidious questions did the Pharisees, Sadducees, and Herodians respectively propose to our Lord, at his last visit to Jerusalem? Wherein were those questions characteristic of each of the foregoing sects? How did our Lord answer each of them?

Is the title *Prophet* to be confined to the foretelling of future events? Prove your answer by examples. State the circumstances of our Lord's transfiguration. What lessons would you draw from it? In what particulars did the office of judge and prophet differ from that of king and priest among the Jews?

Enumerate the chief prophecies uttered by our Lord, and state what you know of their fulfilment.

LITURGY AND CHURCH HISTORY.

State summarily the contents of the Common Prayer Book.

Give a short account of the origin and intention of the Articles of the Church.

Into what five periods may ecclesiastical history be conveniently divided?

What were the six Œcumenical Councils, and what is the meaning of the term?

Contrast the characters of Wickliffe and Cranmer, as respectively adapted to the work before them.

GENERAL HISTORY.

(Special paper for schoolmasters in Roman Catholic schools.)

State any circumstances which you have read, of the foundation either of Athens or Sparta.

Where was the temple of Janus, by whom was it erected, under what circumstances and at what times closed, before the birth of our Lord?

Give a short account of the Jewish historian, Josephus.

Mention the three races of French kings, and the most celebrated of the earliest family.

State some circumstances in the life of one of the following personages:—Godfrey de Bouillon—Louis IX, King of France—Sir William Wallace—Robert Bruce—Philip Van Artevelde—Nicolas Rienzi—Tamerlane—Lorenzo di Medici—Sir Christopher Wren—or George Washington.

Mention the most important discoveries, in any country of Europe, in the arts and sciences, during the eighteenth and nineteenth centuries.

ENGLISH HISTORY.

To what Roman general is the conquest of the greater part of Britain to be attributed? Mention some of its chief circumstances, with dates.

In what points, chiefly, did the possession of Britain by the Romans affect and modify the character, habits, and condition of the natives?

State any circumstances in the life and death of Wickliffe—what were the opinions that he advanced, and their immediate results?

Show the title of James I to the throne of England. From what reason was it probable that he would be unfavorable to the Puritans? What were the Courts of High Commission and Star Chamber? Mention some of their proceedings in the reign of Charles I.

Contrast Mary I and Mary II, queens of England.

Arrange in chronological order, the chief divines, statesmen, poets, naval and military commanders, and men of science, who flourished under the Stuarts.

What led to the accession of the House of Brunswick? Show its connexion with the House of Stuart.

What do you mean by "the English Constitution?" Name the chief writers on this subject.

GEOGRAPHY.

Draw a map of Great Britain, showing the mountain and river system of the island.

Why is the temperature of the ocean more uniform than that of the land?

What are the isothermal, isotheral, and isochimenal lines? What connexion have any of them with the geographical distribution of plants and animals?

Give the precise situation of Jerusalem, Jericho, Bethlehem, Cana, Nazareth, Capernaum, Cæsarea, Philippi, Gaza.

Describe the course of the Jordan.

What is the most remarkable feature of southern as compared with the northern outlines of the great continent?

What is the snow line? What determines it under different latitudes?

Give an account of South America, and of the general characteristics of the scenery on the banks of its principal rivers.

What countries were included in Christendom at the rise of the Mahommedan religion?

ENGLISH GRAMMAR.

Give as complete a list as you are able of the inflections to which English nouns are subject, stating what you know of their origin.

Make a table of Latin and Greek prefixes and affixes, in three separate columns.

Explain the etymology of the following words:—*Inconstant*, *palliate*, *hydrogen*, *particle*, *master*, *acorn*, *lively*, *Surrey*, *Canterbury*.

Write in prose order the following passage:—

> To be, or not to be, that is the question:
> Whether 'tis nobler in the mind to suffer
> The stings and arrows of outrageous fortune,
> Or to take arms against a sea of troubles,
> And, by opposing, end them? To die—to sleep—
> No more; and by a sleep, to say we end
> The heartache, and the thousand natural shocks
> That flesh is heir to—'tis a consummation
> Devoutly to be wished.

ENGLISH LANGUAGE AND LITERATURE.

What precise English meaning is to be assigned to the following Latin prefixes: *a—ab—ad—ante—co—con—de—dis—ob—per—pro—re—se—sub—super—trans—ultra?*

Give all the compounds of the verb "act," showing the literal and the popular meaning in each case.

Explain what is meant by Accent—Quantity—Metre—Rhyme—Alliteration—with examples.

Point out the historical order in which the component parts of the English language were severally incorporated into it.

Give some account of the formation of the English language, from the time of the Norman Conquest to the Reformation.

Give some account of the compositions of Alfred the Great—Richard I—Geoffrey Chaucer—Robert Langland—Edmund Spenser—and Thomas More.

What poetical writers since the Reformation have exercised the greatest influence on the English language, and in what respects have they done so?

Give some account of the historical literature of England.

We have taken no pains to select the most difficult questions, desiring only to to give a fair specimen of what were proposed. We think they will prove interesting, and may, perhaps, in some measure, serve to direct the researches of the teacher. In our next article, we will endeavor to include some account of the schoolmistress's examination.

SCHOOL PUNISHMENTS.

A PRIZE ESSAY, WRITTEN FOR THE NORFOLK COUNTY TEACHERS' ASSOCIATION.

Among the numberless subjects connected with the profession of teaching, which present themselves to the mind, it would be difficult, perhaps impossible, to find one which has not been ably treated, and few which have not become wearisome by repeated discussions. Yet there are some on which our daily experience compels us to ponder, and upon which we are ever ready to ask advice, that, perchance, some suggestion from another may help to make our own duty more clear. The subject of *punishment* in school is one of these; — not the hackneyed question of corporal and anti-corporal punishment, but a broader view of the subject, which will consider the necessity for, and the nature of, punishment as connected with teaching.

In order to maintain the needful quiet and industry while the business of instruction is going on, the teacher must be vigilant to prevent any scholar from disturbing the others, or contracting habits of indolence. And as long as children, like other mortals, are imperfect, the necessity for occasional restraint, reproof, and even punishment, will continue. Hence arises the importance everywhere attached to school discipline; and to adopt the best means for securing a wholesome discipline, is the aim of every conscientious teacher.

It is very generally admitted that some punishment of some kind is needed; that too much, and not the most salutary and effectual, is often used, will, I think, be as generally conceded.

We have seen that the necessity for punishment arises from the imperfection of children; and as long as imperfection exists, the necessity will continue. It remains for us to inquire, what forms of punishment will best effect our purpose. This, again, leads to another question,—What is our purpose? What object do we propose to accomplish? Do we *merely* wish to secure *quiet* in the schoolroom?

If this were all, it were easily attained. We might have silence—a perfect hush; our scholars might sit like statues, or "walk with slow and *noiseless* steps." There are ways enough to accomplish this. We have all of us seen some approach to such a state of things; but the quiet was as the silence of the grave, undisturbed by its mute tenants,—or the hush, as that of the house of mourning. There was no life there—no active, stirring life. There was *death*—the death of kindly feelings, of generous emulation, of loving reverence.

Well is it for children that they possess an elasticity which a vast deal of compression will not quite destroy; that their freshness of life will not easily yield to the atmosphere of death, but at the first breath of heaven will become rejuvenant.

Such silence, however, is not what we want; we will not, therefore, discuss the means for obtaining it. What, then, is our purpose? Do we desire quiet that there may also be diligence, —that our children may with undiverted minds receive the words of wisdom we would teach, or seek for themselves at the founts of knowledge, those truths which shall develope and strengthen their intellect?

This surely is something worth striving for; it is *much*, yet it is not all. If it were, then the business of instruction were the only and highest work of the teacher, and all else merely auxiliary. But it is not so. Our work is higher, nobler. We must do *this*, but if we stop here, we shall fail to accomplish our highest mission. That many do stop here, I cannot deny; that we are all of us more or less tempted to do so, and allow our calling to degenerate into a mere routine of recitations and formulas, I believe.

Examinations and reports of schools lead us to forget that there is anything more to be done than to familiarize *classes* with certain text books; and in the classification of our schools, we are apt to lose sight of the individuality of the scholars. This should not be. We all know that we have something more to do than to teach the alphabet and multiplication table; that there is a more important reason for requiring children to refrain from communication and to be diligent, than the quiet of the schoolroom or the acquisition of elementary knowledge.

That children should learn self-control, is of far greater importance than the temporary convenience of a silent school-room; and the habit of diligence, of more value than any amount of learning that may be acquired during years of school-going. Let us bear this in mind, and we have an answer to our question;

we know what is our purpose. We are educators as well as teachers. We are to aid children in the great life-work of self-government. We are to assist them in forming habits of diligence, of mental abstraction and concentration.

All forms of school discipline must have reference to this, our highest work. We must ever bear in mind, when we feel called upon to punish a scholar for some disturbance which annoys us, and calls off the attention of other scholars from their lessons, that it is not merely because we are annoyed, and the attention of the children is diverted, that it becomes necessary to administer reproof or punishment. It is because the cause of the disturbance is something worthy of blame in the offender,—such as carelessness, or wilful violation of the rules of order,—that it merits punishment; for it were an act of cruelty even to reprove a child who was in no way to blame.

It would be absurd for me or any one to prescribe forms of punishment for another's use, but there are some slight hints, which, however insignificant in themselves, may suggest valuable thoughts; and some general principles, which, seeming to me not wholly devoid of importance, I will, as briefly as possible, offer for your consideration.

We must remember that all punishment will have effect for good or evil. Like some medicines for the body, which, if they do not cure, remain in the system as elements of mischief; or, curing some diseases, create others, perhaps more dangerous; so punishment, if it does not occasion the reform of the offender, may be the cause of unthought-of evil.

Upon the spirit of the teacher, expressed in look and voice and manner, more than upon anything else, depends the good or evil effect of any punishment.

It is of the greatest importance that anything which has the appearance of vindictiveness, on the part of the teacher, should be avoided. The offender should feel that punishment is a necessary consequence of his fault, and that it is not an arbitrary act of the teacher, nor administered in anger, nor even because justice to others requires it, but that it is a duty which the teacher, seeking the highest good of each child, is bound to fulfil, however painful it may be.

It is desirable that the relation of cause and effect should be evident in the punishment which follows an offence. In a popular English periodical, there was some time since published an account of a visit to Skitsland. It was said that in that wonderful land, all those who had allowed any of their faculties to remain inactive and useless, were, at a certain age, deprived of those faculties; and, in a volume more valuable for reference than periodical or classic, is a parable, which tells of one, who, having concealed in useless obscurity a talent committed to his care, experienced, as the most natural and worthy punishment for his indolence, the loss of his possession.

Thus the amusing fable, appealing to our love of the marvellous, and the record of Divine truth, unite in teaching the same lesson—that from him who hath not improved what he hath, even that shall be taken. I know of no better rule to guide us in the use of corrective discipline. If a scholar does not use faithfully any school privilege, let him be deprived of that privilege. If he is idle, tell him that, for his unfaithfulness, you cannot permit him to study; take from him his books, until he wishes for them, and he will soon feel idleness to be more tiresome than study. There are numberless cases in which this rule may be applied; they will occur readily to the thoughtful teacher. If parents would sometimes be guided by it, and deprive those children of the privilege of coming to school, who do not rightly use that privilege, and would take the trouble to see that they were profitably employed at home or elsewhere, there would be fewer truants, and our schools would not suffer, either in the interest, or number, of scholars.

The less the element of pain becomes a part of any punishment, the more effectual it will be. It may be that there are children who cannot be reached except by the direct infliction of pain, physical or moral. I will not now discuss that question, but keep to the point which I would urge,—that the more painful a punishment is, the less beneficial will be the effect produced. Pain takes away the attention from the cause of the punishment, and awakens the desire for revenge. I would not have any *make believe* punishments. I have known teachers who had not the resolution to inflict a severe punishment, nor the moral power to make a painless one felt; who, not knowing what else to do, would administer a slight whipping, awakening in the scholar, by so doing, no emotion except contempt or ridicule. I would not be understood to approve such weakness.

If rightly employed, that, which at one time is adopted as a reward, at another could be used as a punishment. For instance, at one time a scholar would think it a peculiar privilege to sit near the teacher, who, if required to do so for any fault, would consider it a most severe punishment.

If, however, we feel it necessary to inflict pain, let it not be by bitter ridicule or cutting sarcasm. The wounds of the spirit heal more slowly, and leave deeper scars, than those of the body, and there are some wounds, which, once opened, will never close.

I have spoken of the imperfection of *children* as a cause of the necessity for punishment. I believe the imperfection of *teachers* has quite as much to do with it; that if we were more "thoroughly furnished" for our "good work," we should have less occasion for punishment. Perfection cannot be expected of the children of earth. It is, however, to be aimed at; it may, in a measure be approached. I have known teachers whose gentlest reproach was more subduing than the severest punishment; whose glance of reproval, though most loving and pitiful, awakened deeper remorse than the harshest vituperation.

Let us ask no more what punishments we shall use. Let us go deeper, and ask earnestly of all who can aid us by their counsel, how we may best avoid the necessity for any. Much, perhaps all, might be done away with. But this is another question, and I have already said too much to enter upon the discussion of it. I hope some one will help us to solve it. Meanwhile, let us remember that the discipline of life is not always a discipline of sorrow, and if it were, He who holds the hearts of all in his keeping, who careth for the least as for the greatest, has not entrusted it to us. He, who is infinite tenderness, alone knoweth when to bring sorrow to the heart, and if at times we feel that he has appointed us his ministers, let us beware of abusing the trust committed to us. R. N.

POLITENESS OF THE TEACHER.

"Study with care, *politeness*, that must teach
The modish forms of gesture and of speech."

He that would make an entirely successful teacher, a workman that needeth not to be ashamed, must add virtue to virtue, attainment to attainment, grace to grace. It is not enough, it is not proximately enough, that an instructor should be familiar with the several departments of knowledge usually taught in the school-room. It is not enough that his school should be the very model for industry, order, and scholastic attainments. Nor will it suffice that the teacher stands confessed before his pupils and the community, as free from all obliquities of moral character. These are each indispensable. Deficient in either, the applicant should find no school-house open to his admission. If ever the State shall reach the distinction she aims at, it will be through the thoroughness and efficiency of her Common School teachers, and a bold rejection of every candidate that fails in any point thus far enumerated. These should, in every instance, be insisted on, imperatively. The mortification and disappointment incident to a failure or defect in these, should never be a consideration with those who have the appointing power. 'T is true,

> "The quality of mercy is not strained."

'T is as true there is no need of straining it, since the applicant for school preferment places himself voluntarily in the position where his defects are liable to be observed, and before men appointed to detect them.

But grant all these accomplishments. The age has now advanced to a position where we have a right to demand that our teachers shall have yet another accomplishment, that of softened *urbanity*, a refinement of manners, a courteous bearing that shall be the clear mirror before which every scholar may fashion himself, and learn the practice of the art that adorns life. We do not mean the silly mannerism of the ball-room, nor the curvetings of extremely fashionable life. We despise both. But there is a soft and gentle polish, that belongs to every station; a pleasant, cheerful mode of expression, a happy address, a delicately respectful manner, that the teacher should desire to cultivate for his own sake, as well as for his usefulness in society. And this can be acquired without labored effort. It cometh by observation. He need only open his eyes to discern. And the silent influence of this accomplishment will work wonders in the school-room, not always achieved in many of our best institutions. It is actively contagious. It transforms, rapidly, a boorish set of scholars, whose words are gruff, whose manners are uncouth, whose sports are boisterous, into gentle beings, kindly affectioned one towards another, considerate of each other's feelings, and subserving each other's happiness.

And perhaps still happier results accrue to the teacher. It would open for them many a door which now they never enter, simply because they have not commended themselves as ornaments of society, but stand merely as employees in a specific work that the community demands. This is their false position. By education and energy, and office, they belong where every other educated man belongs; and wherever a teacher commends himself, other things being equal, he finds admission into every circle for which he has qualified himself.

We speak intelligently in this matter, and we speak in full sympathy with every teacher in the State. Our heart's desire is, to elevate the profession. It is in all respects honorable, and in all respects responsible. It is becoming more and more appreciated, and the day cannot be distant when it will stand side by side with the professions. Soon it will require as long and as faithful preparation as they. To speed the day should be the ambition of our present corps of teachers, and more particularly of those just commencing the career. Let them not grudge the "Sir" or "Madam" that graces so pleasantly the "yes" or "no" of daily intercourse. Let them not place themselves in antagonism to society, as if their respective interests came in collision with each other. Let them not assume an importance and independence that no position whatever, in New England society, warrants or authorizes. Urbanity is the oil on the friction wheels of society,—is the polish on the keen blade, the artistic finish of a piece of beautiful machinery.

We would have it added to the other attainments of all teachers. It will make its way with every examining committee, with the community in which the teacher's lot is cast, and with every pupil committed to his charge.

We do not say there shall not yet be "one thing wanting," we simply say a void will be filled that now frequently exists, and that in filling it every teacher will find great gain. B. D.

TEACHING HISTORY.

"WHILE in the country," says Jean Jacques Rousseau, "on a visit for some days at the house of a lady who devoted herself to the education of her children, I happened one morning to be present when the tutor was giving a lesson in history to her eldest son. My attention was particularly attracted at the moment that he was relating to him the anecdote of Alexander of Macedon and his physician Philip. He told of Alexander's being sick, and receiving a letter warning him that it was the intention of Philip to administer poison in the guise of medicine. The really honest, faithful physician approaches the monarch's couch with the healing draught. Alexander puts the warning into his hands, and even while Philip reads, the king drains the cup. When the tutor had ended his recital, he launched forth into warm eulogiums of the courage and intrepidity of Alexander. Though not at all pleased with his remarks, while sharing his enthusiasm, on different grounds, I yet avoided making any objection likely to depreciate him in the estimation of his pupil. At dinner the boy did not fail to chatter away, his parents, as is usual with parents in France, allowing him to engross nearly the whole conversation. With the liveliness natural to his age, and encouraged by the certainty that he was giving his auditors pleasure, he uttered a thousand absurdities, not unmixed, however, with some happy traits of artlessness and good sense. At length he came upon the story of Philip, and told it admirably. The usual tribute of applause required by the mother's vanity having been paid, some discussion arose upon what had just been narrated. The majority blamed the rash imprudence of Alexander, while some, like the tutor, were loud in their praises of his firmness and courage; but amid the different opinions, I soon perceived that not one single person present had apprehended in what consisted the real nobleness of the action. "For my part," said I, "it seems to me that if there be the least courage in the action, it ought to be regarded as a mere piece of madness." Every one exclaimed at this; and I was about to answer rather warmly, when a lady seated beside me, who had hitherto been silent, bent towards me, and whispered, "Save your breath, Jean Jacques; they would not understand you." I looked at her for a moment, then, convinced she was right, I remained silent. After dinner, suspecting, from several slight indications, that my young professor had not taken in a single idea from the anecdote he had told so well, I invited him to accompany me in a walk in the park; and there availing myself of the opportunity to question him at my ease, I discovered that I was mistaken, and that his admiration of the so highly lauded courage of Alexander was genuine, and far exceeded that of any one else. But in what do you think he conceived the courage to consist? Simply in his having swallowed a nauseous draught at one gulp, without the slightest hesitation, or a single wry face! The poor boy, who, to his infinite pain and grief, had been made to take medicine about a fortnight before, had a taste of it still in his mouth, and the only poison of which he had any idea was a dose of senna. However, it must be owned that the firmness of the hero had made a great impression on his young mind, and he had inwardly resolved that the next time he had to take medicine, he, too, would be an Alexander. Without entering into any explanation, which might have served rather to darken than to enlighten his mind, I confirmed him in his laudable resolutions; and I returned to the house, laughing internally at the wisdom of parents and tutors who flatter themselves that they have been teaching children history. It may be that some of my readers, not satisfied with the "save your breath, Jean Jacques," are now asking what it is, then, that I find to admire so much in the action of Alexander? Unhappy dolts! if you must needs be told, how can you understand when told? I admire Alexander's faith in the existence of human virtue, a faith upon which he staked his very life. Was there ever a more noble profession of this faith — a more sublime instance of generous, implicit trust in another, than this potion drained at one draught?"

SCHOOL CHARACTER.

Every school-boy has a character. Let us go among a group of them, and all doubts will vanish. There are selfish Harry, lying Tom, slovenly Peter, gluttonous Jim, sly Charley, cowardly Dick, and fighting Jack; as well as generous George, truthful Joseph, and honest Bob. Ask for evidence that these descriptions are truly applied, and we shall find the same rules of judging are adopted here that are adopted among grown men. There is a commanding public sentiment in every play-ground, and the same right principles that secure for a grown man and a great man the respect and confidence of his fellow citizens, will, other things being equal, secure for a boy the love and confidence of other boys. A long face may be put on,—a fawning or hypocritical boy may play a game with an easy and credulous teacher, and, for a while, retain a false place in his estimation. But the veil is too thin. The true character comes out broadly in the play-ground or on the ice, and the boy that deserves to be loved, is loved.

As it is among school-boys, so it is all the world over. An honest and virtuous man may sometimes be unjustly suspected, and the breath of the slanderer may tarnish for a moment an innocent reputation; but the right side comes up sooner or later, and truth triumphs.—*Anonymous.*

CUBIC AND BIQUADRATIC EQUATIONS.

The methods for reducing the higher equations, given by Newton and Homer, and the aids afforded by Descartes' Rule, and Sturm's Theorem, are all beautiful from their ingenuity and universality of application, but, on account of their tediousness, both teacher and learner have sighed for "a more excellent way," and such a way, for *many* examples, may be found.

To illustrate, let us take one equation from Day's Algebra, page 286.

1. Given, $x^3 + 2x^2 - 11x - 12 = 0$, what are the roots?
2. $x^4 + 2x^3 - 11x^2 - 12x = 0$,
3. $(x^2 + x)^2 - 12x^2 - 12x = 0$,
4. $(x^2 + x)^2 - 12(x^2 + x) = 0$,
5. $x^2 + x - 12 = 0$, *a quadratic.*

Equation (2) is (1) multiplied by x. In (3) $(x^2 + x)^2$ is equal to $x^4 + 2x^3 + 2x^2$, i. e., the quantity in parenthesis, squared, gives the first two terms of (2,) *plus* a quantity similar to the 3d term of (2), *which quantity must be subtracted from the 3d term of (2) to preserve equality.*

Equation (4) is obtained by taking out the factor 12 from the last two terms of (3), and (4) divided by $x^2 + x$ gives (5) a quadratic, which, reduced, gives $x = 3$ or -4, two roots of (1). The other root is easily found.

A second example, from the same page in Day, presents some points of difference from the last in its reduction.

1. Given $x^3 - 16x^2 + 65x - 50 = 0$,
2. $x^4 - 16x^3 + 65x^2 - 50x = 0$,
3. $(x^2 - 8x)^2 + x^2 - 50x = 0$,
4. $4x^2 + 10x = 4x^2 + 10x$,
5. $(x^2 - 8x)^2 + 5x^2 - 40x = 4x^2 + 10x$,
6. $(x^2 - 8x)^2 + (x^2 - 8x) = 4x^2 + 10x$,
7. $(x^2 - 8x)^2 + 5(x^2 - 8x) + \frac{25}{4} = 4x^2 + 10x + \frac{25}{4}$,
8. $x^2 - 8x + \frac{5}{2} = 2x + \frac{5}{2}$, a simple equation in which $x = 10$.

Equations (2) and (3) are obtained as before, but some artifice is necessary to enable us to find an equation similar to (4) in the preceding example. I add $4x^2$ to x^2 in (3), making $5x^2$, and then multiplying the $-8x$ in the parenthesis of (3) by 5, producing $-40x$, I inquire, what, added to $-50x$, will give $-40x$? and thus I obtain the $10x$ in (4). Having added $4x^2 + 10x$ to the first member of (3), I must add the same to the second member, to preserve the equation, and in this way (5) is found. Equation (6) is obtained by taking the factor 5 from the last two terms of the first member of (5). It will be seen that each member of (6) is similar to the first member of an affected quadratic. To complete the square of the first member of (6) we add $\frac{25}{4}$, and the only question now, is, whether adding the same number to the second member will also make that member a complete square. By trial we find the second member of (7) *is* a complete square, therefore we extract the square root of (7) and find (8.) If instead of (4), we had added the identical equation, $9x^2 - 30x = 9x^2 - 30x$, to (3), the resulting equation could have been reduced in the same manner.

It is necessary that the first term of the *identical* equation should be x^2, $4x^2$, $9x^2$ or some other *square* quantity, for the same quantity is the first term of the second members of the following equations; and if it were not a *square*, the second member would not be a square, and the equation could not be reduced in the manner given above.

The biquadratic, $x^4 + 4x^3 - 7x^2 - 34x = 24$, Day, p. 287, may be reduced in a similar manner.

I am not aware that this method of reducing cubics and biquadratics has ever been in print. J. S. E.

Erratum.—Page 58, equation (6), for (6 × 6) read (6 × 6).

AN EXERCISE IN GRAMMAR.

To teachers just commencing to instruct pupils in grammar, it is sometimes difficult to fix attention and excite interest. Their scholars go through with the lesson, but they do not seem to have attained a very ready command over the subject of their study. Grammar is eminently a philosophical study, and to be successfully pursued, it requires more maturity of mind than is possessed by the majority of young pupils. To avoid the difficulty arising from want of maturity, and at the same time impart a knowledge of this needful branch, it is necessary to resort frequently to various expedients. Inexperienced teachers frequently fail in making a broad and deep impression upon the minds of their pupils, of the difference between the different classes of words concerned in grammar. They do not readily distinguish the different parts of speech. It is evident folly to attempt to teach scholars the various relations which different words sustain to each other, and the laws which govern these relations, until the nature of the words have been fully impressed upon the mind. After a pupil has been taught the nature and characteristics of the noun, it will be found a good exercise to require the class to take their reading books, and each one read till he comes to a noun. He should read the word, and then distinctly state that it is a noun. The next in order should then continue reading, until he comes to a noun, etc., etc. This exercise may be continued, until each part of speech has been considered separately. Reviews should be frequent. When the whole eight or nine parts have been fully impressed on the mind, the exercise may be varied by requiring each pupil in succession, to pronounce the word coming to him, and assign to it its class, as an adjective, or adverb, etc., etc. This exercise should be continued until all the different classes and sub-classes of words are readily and accurately distinguished. The pupil is now ready to proceed to syntactical construction. Some of the most difficult works in our language have been studied in this way. We think this exercise, faithfully performed, one of the most useful we are acquainted with. —*The School Friend.*

THE NORFOLK COUNTY TEACHERS' ASSOCIATION.

This Association held its eighth semi-annual meeting in Canton, December 26 and 27.

Lectures were delivered by Daniel Mansfield, Esq., of Cambridge, Rev. Warren Burton, of Salem, and C. C. Chase, Esq., of Lowell. Samuel Swan, Esq., of Boston, by invitation, delivered a poem which contained many pleasing allusions, and was occasionally characterized by a vein of humor which was highly acceptable to the audience. It was well received, and elicited much applause.

Mr. Mansfield's lecture was on the "Management of the school," and treated of most of those topics which oftentimes cause perplexity and doubt on the part of the teacher. Rev. Mr. Burton's lecture was on the "Importance of cultivating the perceptive faculties in education," a subject seldom receiving due attention in our schools, and very rarely treated of in so practical a manner as by the author, on this occasion. The lecture elicited the warm applause and sincere thanks of the audience. Mr. Burton dwelt very fully upon the importance of teaching children carefully to examine familiar objects, for the purpose of describing and classifying them, and to explore nature, making that, as it were, the school for the faculties. Mr. Chase's lecture was upon the importance of so disciplining youth in the school, that they will become law-abiding citizens when they grow up. We never listened to a more impressive, powerful, and eloquent lecture; it was a splendid production, and one which would have increased the fame of any orator: at the same time, it was eminently practical.

A letter from Mr. Barrows, President of the Association, was read, signifying his inability to be present at the meeting, or longer to serve as presiding officer. A vote of thanks to Mr. Barrows for his zeal, faithfulness, and ability in the discharge of his duties, was unanimously passed. Mr. Kneeland, of Dorchester, presided in his place.

Our limits will not allow of a full report of the debates. Topics suggested by Mr. Mansfield's lecture were pretty fully discussed on Friday evening, by Messrs. Colburn, Reed, Hagar, and Newcomb.

The subject of the "Massachusetts Teacher" was introduced, and quite an animated debate ensued. Its claims were very powerfully urged and defended by Messrs. Colburn, Newcomb, Reed, and Hagar. Mr. Butler, of Quincy, thought that it "poorly paid" to subscribe for the "Teacher," and that his time might be better bestowed on "Littell's Living Age," and the Reviews.

Mr. Gates, of Mill Village, sustained Mr. Butler in his remarks, and expressed the belief that there were many teachers in the western part of the state, who entertained similar views.

We believe that this journal has heretofore been sustained with eminent ability and success, and that a proper knowledge of its origin will fully justify its claims to the patronage and active support of every teacher in the state, and fully defend it against whatever remarks of a denunciatory character may be made against it; and, further, that a *careful perusal* of the pages of past numbers, will satisfy any candid mind of the ability of its past editors, and of its intrinsic worth. We do not advocate blindness to its faults, nor undue kindness to its merits. There are various methods of reform, and we believe that the one adopted by one of the gentlemen who spoke in opposition was not the best that could have been selected.

The Committee on Prizes reported on Saturday morning, and the Essay on School Punishment was announced as entitling the authoress, Miss S. R. Pearson, of Dorchester, to the prize offered by the Association. The essay was then read.

After this, the subject of school supervision being in order, Mr. Hagar, of West Roxbury, addressed the Association, and submitted a series of resolves, which, after a further discussion of the subject by Messrs. Newcomb, Sprague, of Dorchester, Capen, of Dedham, and Boardman, of Canton, and a second reading, were unanimously passed. [See the next article.]

The subject of drawing was introduced, and remarks were made thereon by Messrs. Colburn, Woodbury, and Capen. Mr. Colburn illustrated and explained Mr. Whittaker's method of teaching.

It was voted that two prizes, one of ten and the other of five dollars, be offered to the lady teachers of the Association; arrangements in regard to time, subject, &c., to be made by the Directors.

On motion of Mr. Woodbury, the thanks of the Association were presented to Mr. Chase, for his able, sound, sensible, and practical lecture on "The supremacy of law as inculcated in school government." Votes of thanks were accorded to Mr. Mansfield and Rev. Mr. Burton, for their able and interesting lectures, and to Mr. Swan, for his pleasing and instructive poem. Also to the citizens of Canton, for their hospitable reception, and to Mr. Boardman, for his kindness, and unwearied exertions, in providing for the comfort and convenience of teachers attending the meeting.

It being dinner hour, the convention adjourned to assemble at the tables of the generous landlord of the Massapoag Hotel. Mr. Howard had taken especial pains to provide, in a most liberal manner, for the entertainment of his guests, and is entitled to the thanks of the Association. Ample justice having been done the viands, the succeeding hour passed most delightfully under the charge of Mr. Kneeland, of Dorchester, acting President of the Association, whose admirable skill and good judgment in conducting the graver deliberations of his fellow-teachers, are equalled only by the ease and grace with which he presided on this occasion. Speeches were made by Messrs. Newcomb, Reed, Hagar, and others; many pleasing sentiments were exchanged, and Mr. Alden, of Dorchester, by request, favored the company with a ballad sung in excellent taste and style. A song written for the occasion by Miss Nightingale, of Quincy, was received with much applause; after which, the Association adjourned to meet again in June. We think that all who attend these meetings will be amply repaid for their trouble. CHARLES J. CAPEN, *Sec.*

SCHOOL SUPERVISION.

The following Resolutions on this subject, submitted by Mr. Hagar of West Roxbury, were passed at the late Teachers' Meeting in Canton.

Resolved, That teaching is both a science and an art;—a science comprehending many important principles, which cannot be rightly understood and estimated, without careful and thorough examination and reflection;—an art, involving the judicious application of those principles, and demanding the use of means and methods, whose real value can be tested only by experience.

Resolved, Therefore, that the highest degree of competency for supervising the interests of education, requires that the supervisor should possess an extensive knowledge of the science of teaching, and a familiar, personal acquaintance with the practical duties of the school-room.

Resolved, That while we award all due praise to those school committee-men who have done what they could for the cause of education, by freely devoting much of their time, wisdom, and energies to its advancement; we look upon the system of supervising schools by committees, as objectionable on many accounts, among which are the following:

1. Because committee men, being mostly engaged in other employments, cannot, with justice to themselves, devote *sufficient time* to the interests of schools.

2. Because they, having generally little or no practical knowledge of school-room details, are not fully prepared to determine

who are duly qualified for the responsible office of teacher; to judge of the merits of text-books.; to appreciate a teacher's difficulties; to suggest to him better modes of instruction than he has already adopted; and to rightly estimate the work he accomplishes.

3. Because the official examinations of schools are now necessarily brief and infrequent, and are based upon no uniform standard; and since the several members of a committee judge the schools especially assigned to their oversight, each by his own standard, *so that the different schools are tried by different standards*, the reports founded on those examinations are often *extremely erroneous and unjust.*

4. Because, from the division of labor among the members of a committee, each one does not feel, to the fullest extent, personally responsible for the welfare of the schools under his charge; and, not unfrequently, *the work which each should do is done by none.*

Resolved, That the schools of each town should be under the supervision of one man, who should be theoretically and practically skilled in teaching; should devote his time mainly to the duties of his office; and should receive such compensation as would contribute to the respectability of the office, and would command the services of men possessing the amplest qualifications.

Resolved, That we favor this mode of supervision for the following reasons:

1. Because it is not subject to the objections which attend the present system; since the supervisor would have time to visit schools very frequently, to ascertain the precise condition of each, and would thus be prepared to render to the people reports that would be just to all concerned; would be able both to discover defects and to suggest the appropriate remedies; would, from his own experience, be ready to attach due importance to teachers' trials and difficulties; to sympathize with them in all their labors; and would be likely at all times to feel the weight of his responsibilities, knowing that people were looking to him alone for qualified teachers and successful schools.

2. Because many teachers of the highest order of abilities and acquirements, would thereby be led to remain in the service of common schools, throughout the state, who would otherwise resort to private schools, or other situations, which are now more lucrative than most common schools.

3. Because the system has been successfully tried in other states, and in some towns in our own state.

PUNCTUALITY.

THAT punctuality on the part of scholars is important, will doubtless be acknowledged by every teacher. To secure it, various methods have been resorted to.

A record of attendance is usually kept in the School Register; but the benefit of this to the scholar, depends, in a measure, upon the School Committee. If, as is the case in some towns, the Committee notice the record particularly, naming those scholars at the public examination whose attendance has been perfect, it will probably have a tendency to produce the desired result.

Some teachers record the attendance upon a weekly report of recitations, deportment, &c., to be examined by the parents.

One proposes that an interesting story be read at the opening of the school. This is an excellent plan.

Another method has been tried, and found to be peculiarly pleasant and successful. This is, to throw the responsibilty of commencing the school upon the scholars. Some faithful pupil rings the bell five minutes before the time appointed, that all may be in their places. The moment the clock ceases striking, all commence repeating some exercise in concert,—the multiplication table, for instance, which will occupy but a short time. Or it may be an exercise in enunciation, which will be particularly beneficial to the lungs and vocal organs, at the commencement of the session, as the whole physical system will then be most vigorous. The first scholar pronounces a word containing the first sound of A, then all repeat the element three times, with much precision and vigor. The next pupil pronounces a word containing the second sound of A, and so on, till all the elementary sounds of our language have been practised. In these exercises, the smallest scholars may join, as no one is required, at first, to remember more than one word. The recitation should be varied often, the scholars being previously told what it shall be. Various tables may be repeated in this way; and with a map of Massachusetts before them, one may point out the towns, while all the others name them, until their names and situation become familiar to small children. The teacher does not interrupt or aid in the exercise.

This plan has been tried with the following success. The teacher was detained, one morning near the middle of the term, until a few minutes past nine. On approaching the house, not a scholar was to be seen, not a voice heard. But, on entering, it was found that school had commenced; the recitation was proceeding, and was nearly completed. Every voice was sweetly chiming; and it was melody to the ears of the teacher, who stepped lightly in, and was greeted with many smiles of welcome,—perhaps of self-complacency. Of course, the teacher felt under obligation to present an excuse for the tardiness, which should always be done on such occasions; which occasions should, however, be few and far between. Should there be no clock in the school-room, may not some pupil be trusted with the time-piece of the teacher, as a reward for fidelity?

It is believed that, aside from all other advantages, this plan will tend to promote self-government. B. L. A.

Rockville.

FOURTH EDUCATIONAL PRIZE DEMONSTRATION.

FORTY-THIRD EXHIBITION OF THE BOSTON PHONETIC SCHOOL.

An examination of children, as competitors for a prize of $250, was made on Thursday evening, November 20, 1851, at the residence of Rev. Hubbard Winslow, in this city. Of the Committee of Examination present, were Charles G. Loring, Esq., Chairman, Rt. Rev. John B. Fitzpatrick, Hon. Charles Sumner, Thomas Sherwin, Esq., Rev. Hubbard Winslow, Wm. H. Prescott, Esq., Hon. George S. Boutwell, Hon. John G. Palfrey, and George B. Emerson, Esq.

The children were presented in accordance with conditions specified in the advertisement as follows:

Two hundred and fifty dollars will be paid to the individual who will present from a single school, two children, averaging less than seven years of age, who shall bear the best examination in the following particulars:

1. Reading from any phonetic print; or, if preferred, from the common print.
2. Reading from the common print.
3. Spelling of words.

Ten classes appeared, which were indicated by the letters of the alphabet. Classes *A* and *F* averaged more than seven years of age, and were therefore excluded by the Committee. The remainder of the classes was as follows:

		Years.	*Mo's.*	*Presented by.*
B.	Henrietta Vanderwoerd	7	2	Miss Baxter.
	Julia Crowley	6	10	
C.	Clara Willis	6	11	Miss Baxter.
	Mary Hearty	6	11	
D.	Richard Welch	8	6	Mr. Lee.
	James Lee	4	9	
E.	Bridget Quinn	7	0	Miss Learned.
	Emma Dudley	6	11	
G.	John Griffin	5	8	Miss Macnair.
	Francis McDonald	6	1	

		Years.	*Mo's.*	*Presented by.*
H.	Orianna Wentworth	5	11	Dr. Stone.
	Almira Morrow	7	8	
I.	Alta Gardner	6	8	Dr. Stone.
	Mary Bowdoin	7	3	
J.	Frances L. D. Greene	6	4	Miss Chester.
	Caroline E. Chester	6	11	

Clara Willis was the wonderful girl from South Boston, alluded to in the newspapers, but she was not supported by a companion of equal ability, though she did very well.

The classes read three times in the above order, from the fifth and sixth chapters of Acts, and from the sixteenth chapter of John. Each child read three verses in the different places, and was corrected, as occasion required, by the Chairman. One of the Committee made the following marks, comparing the reading of the different classes, 8 being the standard of excellence for each reading.

CLASSES.	B	C	D	E	G	H	I	J
1st reading,	5	4	2	3	2	8	6	6
2d "	5	5	2	3	4	5	5	4
3d "	4	5	2	3	4	6	6	4
Total excellence,	14	14	6	9	10	19	17	14

Then came the contest in spelling. Each of the classes were examined separately in the absence of the others. They were requested to spell the following words :—could, sword, champions, there, enough, iron, excellent, despaired, valley, weapons, rogues.

On a second examination in spelling, the following words were given :—dissatisfaction, passport, government, apprentice, mountaineer, intelligence.

The examination occupied two hours, and was very thorough.

One of the Committee marked the errors in each class as follows :

	B	C	D	E	G	H	I	J
1st spelling,	8	2	4	6	2	0	2	2
2d spelling,	3	4	4	5	3	2	1	3
Total errors,	11	6	8	11	5	2	3	5

The Committee then retired. Each member of the Committee voted by ballot in accordance with his own record, and the result was, as nearly as can be ascertained, on the reading, as follows : *H*, six votes ; *I*, one ; *C*, one ; *J*, one.

They then voted upon the spelling with the following result : *H*, five ; *C*, one ; *G*, one ; *I*, one ; *J*, one.

The Committee then unanimously agreed upon the class *H*, as upon the whole the most superior. The Chairman stated that few, if any, of the Committee were aware which were the Phonetic children, though one or two might have had their surmisings, and that they had come to their decision with great unanimity on the merits of the case, each one independently of the others. On examination of the record it was found that class *H* was composed of the Phonetic children, who had studied reading about one year, and spelling four and half months.

The award was then presented with appropriate remarks to Dr. Stone, in behalf of the successful competitors, by the Chairman, and the Committee then adjourned. All the children did remarkably well, and particular commendation was bestowed upon classes *C*, *I* and *J*.

TEACHERS' INSTITUTE, BARNSTABLE.

NOVEMBER 17-22.

Board of Instructors.—Rev. Barnas Sears, D. D., Secretary of the Massachusetts Board of Education, Principal. Prof. William Russell, Principal of the Merrimac Normal Institute, Teacher of Elocution. Mr. Dana P. Colburn, formerly Teacher in the Bridgewater Normal School, Teacher of Arithmetic. Lowell Mason, of Boston, Teacher of Music. Prof. A. Guyot, of Cambridge, Teacher of Geography. Mr. W. J. Whitaker, of Boston, Principal of the New England School of Design, Teacher of Drawing.

Lecturers.—Lowell Mason, Rev. H. B. Hooker, Prof. W. Russell, Prof. A. Guyot, Dr. J. W. Stone, (before the Educational Society.)

Committee on Resolutions.—J. W. Allen, E. Flagg, J. H. Sparrow.

There were *one hundred and thirty* teachers present.

The exercises were of a high character, and gave great satisfaction.

On Thursday, Dr. Sears made some remarks upon the importance of moral and religious training.

The teacher himself should be a pattern of all that is lovely, and of good report. The authority of God should ever be before the mind of the child. He spoke of the morning as being the most favorable time for making those moral and religious impressions which should keep the passions in subjection through the day.

At the end of the exercises, and before the close of the Institute, on Saturday forenoon, Dr. Sears spoke very feelingly to the members on their appropriate sphere and duties, and of the pleasant intercourse which they had enjoyed during the past week.

The Chairman of the Committee on Resolutions submitted the following, which were unanimously adopted :—

Whereas, the glory and pride of our country, the preservation of civil liberty, and the happiness of the people depend upon the education of all; and whereas our system of Free Public Schools affords the best known method of securing and perpetuating these inestimable blessings; therefore,

Resolved, That the wise provisions and enactments which have ever distinguished the Commonwealth of Massachusetts, from its earliest history to the present time, for the free and general diffusion of knowledge, were conceived with the most wonderful forethought, and with an almost prophetic perception of their great success and valuable results.

Resolved, That among the many agencies used for the general diffusion of knowledge, the Teachers' Institutes are most powerful auxiliaries; and that the more intimate our acquaintance with the results of such Institutions becomes, the deeper is our conviction that they are indispensable in the preparation of teachers to labor with the greatest advantage to the community.

Resolved, That the members of this Institute feel a deep interest in the progressive movement of useful knowledge, and that they will employ their best efforts to elevate the standard of the District Schools which may come under their influence.

Resolved, That the instructions in Physical Geography, by Prof. Guyot, have not only enlarged the view of this vast subject, but have also given a thorough and more distinct idea of its very nature; that they have shown the intimate connection of this science with the natural sciences, and with the various branches of knowledge which pertain to the natural phenomena of mankind, to its history and its civilization; that they have given the means of understanding the true value of Geography, as one of the most important links in the chain of the Sciences; that these instructions have abundantly convinced the members of this Institute of the necessity of a thorough reform in the method of teaching Geography, and of rendering this study at once more easy and more attractive, by deriving from Nature itself, as far as possible, the instruction given to the pupil, by arousing his imagination more than his memory, and dividing the work of learning so as to give to each age the instruction best adapted to its capacity; that it is highly desirable that every teacher should be furnished with the means of introducing into his school, and of putting into actual practice, the principles of this natural method of instruction.

Resolved, That the heartfelt gratitude of the members of this Institute is due, and is hereby expressed to Dr. Sears, Secretary of the Board of Education, for his zealous and well directed efforts to provide for, and sustain the interests of teachers here and elsewhere; for his kind, friendly, sympathetic conduct towards the members of this Institute; and particularly for the enlightened judgment which led to the selection of so accomplished, gentlemanly and thoroughly scientific assistants as have this week seconded his endeavors, and shed the light of pure truth for our instruction and elevation; and we here express our renewed pledge to carry out, in the active duties of life, in our schools,

&c., everywhere, the sound principles and beautiful suggestions which have cheered us during this session.

Resolved, That we give our cordial approbation to the efforts which are being made for the introduction of singing into our schools; and regarding vocal music as a very valuable branch of elementary study, we recommend to teachers to qualify themselves, as they may have opportunity, to give instruction in this department.

Mr. Blake, Chairman, in dismissing the meeting, made some very pertinent remarks in behalf of the citizens of Barnstable. He said that the members of the Institute had not been welcomed to their homes, as a mere form of courtesy,—their hospitality sprang from the heart, and *labor* became a pleasure. They felt that they had been amply paid by the pleasures of social and intellectual interviews. He hoped that the teachers would reach their homes safely, and when in the active discharge of their duties, as teachers, that they would carry out those principles in their instructions which would fit their pupils for the varied duties of life, and for happiness hereafter.

THE GOOD SCHOOLMASTER.

He studieth his scholars' natures as carefully as they their books; and ranks their dispositions into several forms. And though it may seem difficult for him in a great school to descend to all the particulars, yet experienced schoolmasters may quickly make a grammar of boys' natures, and reduce them all (saving some few exceptions) to these general rules.

1. Those that are ingenious and industrious. The conjunction of two such planets in a youth presage much good unto him. To such a lad a frown may be a whipping, and a whipping a death; yea, where their master whips them once, shame whips them all the week after. Such natures he useth with all gentleness.

2. Those that are ingenious and idle. These think, with the hare in the fable, that running with snails (so they count the rest of their schoolfellows) they shall come soon enough to the post, though sleeping a good while before their starting. Oh, a good rod would finely take them napping.

3. Those that are dull and diligent. Wines, the stronger they be, the more lees they have when they are new. Many boys are muddy-headed till they be clarified with age, and such afterwards prove the best. Bristol diamonds are both bright, and squared, and pointed by nature, and yet are soft and worthless; whereas orient ones in India are rough and rugged naturally. Hard, rugged, and dull natures of youth, acquit themselves

afterwards the jewels of the country, and, therefore, their dulness at first is to be borne with, if they be diligent. That schoolmaster deserves to be beaten himself who beats nature in a boy for a fault. And I question whether all the whipping in the world can make their parts which are naturally sluggish, rise one minute before the hour nature hath appointed.

4. He is able, diligent and methodical in his teaching; not leading them rather in a circle than forwards. He minces his precepts for children to swallow, hanging clogs on the nimbleness of his own soul, that his scholars may go along with him. —*Dr. Thomas Fuller*, 1649–1689.

LINES

FOR THE CLOSE OF SCHOOL, WRITTEN FOR THE TUNE, "TO GREECE WE GIVE OUR SHINING BLADES."

On Science' height the breeze is fair,
And our banner floating far and wide;
Its motto is "Excelsior!"
And we 're toiling towards it, side by side.
Farewell! farewell!
To school we give a parting tear,
And our hearts to you, our schoolmates dear.

May He, whose throne is heaven above,
And his footstool earth, be still our guide;
We 'll whisper oft, "Excelsior!"
As we still press forward, side by side.
Farewell! farewell!
To school we give a parting tear,
And our hearts to you, our schoolmates dear.

B. L. A.

Governor Briggs, in a lecture on Popular Education, related the following impressive incident:—

"Twelve or fifteen years ago, I left Washington for three or four weeks during the spring. While at home, I possessed myself of the letters of Mr. Adams's mother, and read them with exceeding interest. I remember an expression in one of the letters addressed to her son, while yet a boy twelve years of age, in Europe: says she, 'I would rather see you laid in your grave than that you should grow up a profane and graceless boy.'

"After returning to Washington, I went over to Mr. Adams's seat one day, and said to him, 'Mr. Adams, I have found out who made you!'

"'What do you mean?' said he.

"I replied, 'I have been reading the letters of your mother!' If I had spoken that dear name to some little boy who had been for weeks away from his dear mother, his eye could not have flashed more brightly, or his face glowed more quickly, than did the eye and face of that venerable old man, when I pronounced the name of his mother. He started up, in his peculiar manner, and emphatically said—

"'Yes! Mr. Briggs, all that is good in me I owe to my mother.'

"Oh, what a testimony was that from this venerable man to his mother, who had in his remembrance all the scenes of his manhood! 'All that is good in me I owe to my mother!' Mothers! think of this when your bright-eyed little boy is about you! Mothers make the first impressions upon their children, and those impressions will be the last to be effaced."

ON THE VISITING OF SCHOOLS.

THE following remarks from an able address before the Ohio State Teachers' Association, by George Willey, of Cleaveland, we commend to the attention of teachers. Western teachers are remarkable for their enterprise in this respect.

"The most positive and impressive way of procuring information, is by correspondence and conversation with teachers of known judgment and experience, and the visiting of schools. In comparison with this latter method—the thorough visiting of schools which are acknowledged to be model schools—all other routes seem circuitous. This is the short Panama route. Here is a school reputed to have every excellence. Perfect order, 'Heaven's first law,' reigns there, within and without. Scrupulous neatness, propriety and grace of demeanor, the nearest possible approaches to punctuality and steadiness of attendance, diligence, which seems as cheerful as unremitted, kindness and amenity, prevail. The greatest proficiency is reported of every study. Each branch is taught, each exercise conducted in the truest and clearest manner. Variety is performed, sufficient for zest, but never leading to confusion. All things wear the impress of a calm, wise, vigorous administration of affairs. Visit that school. See, hear, inquire. It is your right. There is nothing in the art of teaching which is not common property—yours as much as any one's. If such a school be distant from you, still visit it. It may cost money, it may cost time, but it will save you money and save you time. If painters and sculptors will hazard long voyages, travel the continent, make pilgrimages to Italy, to study the works of the older masters, or learn wisdom from the lips of modern ones, why may not you, if need be, go in quest of models in the higher and nobler art of instruction? Models not only teach quickly, but you may learn from them what language, what description can never convey. What you have understood imperfectly you now see at once, and what you learn through the eye you are most apt to learn accurately, vividly, and forever. Ralph Waldo Emerson, when in Cincinnati, on being inquired of by one who had been struck with the modulations of his voice and the distinctness of his articulation, as to whether he had ever studied under a teacher of elocution, replied that at one time he had: 'But,' said he, 'let one hear Webster speak, and Everett discourse, and Fanny Kemble read, and he will need but little other training in elocution.' Models are often the best instructors. Life is made up of partial assimilations, which are none the less actual for being unintended, or even imperceptible in their origin and growth." P.

Resident Editors' Table.

GEORGE ALLEN, Jr., …. *Boston*, } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston*,
CALEB EMERY, ………. *Boston*, } { D. B. HAGAR, ……. *W. Roxbury*.

REPORT *of the Public Schools of the city of Roxbury*, 1851.

WE consider this on the whole a good report. The document is made up of the reports of the several departments of the schools, written by different members of the committee, but throughout all its pages it is characterized by moderation and good sense. We have reason to believe that the intelligent gentlemen who drew up this report, took great pains to perform the duty of examining the schools, thoroughly and faithfully, and with a due regard to the rights and interests of all the parties concerned. For such services they deserve commendation. What teacher does not pray for an *intelligent*, *just*, and *kind* committee?

Respecting the manner of conducting the examination, Mr. Peirce, the chairman, says:

"Your Committee felt it to be very important that they should have a correct standard by which to measure the attainments and progress of our schools,—neither too high nor too low." * * They "therefore devoted several days to visiting schools of the same grade in Boston, that they might be better prepared to form a just judgment of the comparative proficiency of our own." * * "It is proper to remark here, that teachers experience no small amount of embarrassment from the different courses pursued by examining committees. One year, the gentlemen holding this office require a definite and thorough knowledge of the text-books, and even the very words of the authors. Another year, the text-book is laid aside, and the child's acquaintance with the principles involved in the year's progress is tested."

The Committee are of opinion that, taken as a whole, their schools will not suffer in comparison, either as to discipline or scholarship, with others in the vicinity. They say:

"We were particularly struck with the admirable physical training of the two upper divisions of the Washington school. The boys pass through a series of calisthenic exercises with the precision of a military drill, affording them at once a vigorous muscular exercise, arousing the flagging faculties of the mind, and bringing the whole company of nearly two hundred into a state of absolute order and quietness.

It is proper, also, to express the gratification felt by the committee in witnessing the public literary exhibition by the first two divisions of the Dudley school."

These two schools are the only grammar schools now in operation in Roxbury. Both together contain about one thousand scholars. Messrs. Reed and Plympton, the Principals of these schools, stand in the front rank of teachers.

On the *services* and *salaries* of female teachers, the committee speak admirably. We quote the following paragraph as a sample:

"There is no province of public labor, in which the sex can acquire greater honor, or perform a higher service for the race, than in the profession of the teacher. Her gentleness, kindness, patience, and mental activity, united with a harmonious development of the moral faculties, render her an admirable companion, guide, and educator of the young. But she must be *trained* to the work; must become a thorough scholar, and a skilful tactician, as well as an amiable and patient disciplinarian. To secure this end, and direct the attention of the most worthy and able minds to the profession, an adequate compensation and encouragement must be offered. The female teacher's profession should not be considered as the last shelter of orphanage, or final retreat from the heavy pressure of affliction and poverty, but an honorable and open field for the chastened ambition of an earnest mind, seeking to fill up the measure of a useful life, and to leave an impression for good upon society."

This is the true line of policy, to pay female teachers a good salary, and then employ only those who are competent, and take an interest in the business. We find much in the remarks of Messrs. Wayland, Anderson, and Shailer, which nothing but lack of room prevents us from transferring to our pages. P.

HARVARD COLLEGE.—SUMMARY OF STUDENTS.

PROFESSIONAL STUDENTS AND RESIDENT GRADUATES.	
Theological Students,	27
Law Students,	108
Students attending Medical Lectures,	116
Scientific Students,	69
Resident Graduates,	7
	327
UNDERGRADUATES.	
Seniors,	81
Juniors,	85
Sophomores,	71
Freshmen,	67
	304

Total, 631.

Of the scientific students, 33 study engineering, 22 chemistry, and 14 attend to other branches. There is not one in mathematics.

The total number of books in the libraries of the University is as follows:—Public Library, 60,000; Medical, 1,200; Law, 14,000; Theological, 3,000; Society Libraries of the students, 12,000. Total, 90,200.

BOSTON LUNATIC HOSPITAL.

We have received the Twelfth Annual Report of the Boston Lunatic Hospital. It is from the pen of Dr. Clement A. Walker, the accomplished superintendent of that institution. The whole number admitted is 776; discharged, 535; more or less improved, 57; *recovered*, 244; died, 176; remaining, 241. Of the causes of insanity, intemperance stands at the head. Of the 92 admitted the last year, 50 were born in Ireland.

"Among the admissions is one the cause of whose insanity, for want of a better term, is recorded 'bewilderment.' The case has been an exceedingly interesting one, from the age and circumstances of the subject — an intelligent Irish lad. The little fellow, but thirteen years of age, arrived at Boston, on board an emigrant vessel, in July last, having no friends here, with the exception of a brother who had preceded him but a few months. He landed on Thursday, and on Saturday became a raving maniac. Confused by the strangeness, and to his eyes, the magnificence of the city, which for weeks had been the culminating point of his anticipations, he wandered about, gazing upon the novelties by day and dreaming of them by night, until he believed himself the inhabitant of a fairy land, and could not recognize the brother, whose bed he shared; 'for,' said he, 'he was dressed so nice, and we usedn't to be so at home.' Reason soon fled, and for weeks, he by turns babbled like a child and raved like a madman. At length convalescence was established and has since rapidly progressed. A few weeks more, and he will doubtless go out from us whole." P.

The Ohio Journal of Education. Vol. 1. No. 1. Jan., 1852.

THIS Journal is published under the auspices of the Ohio State Teachers' Association, and is conducted by a Board of Editors appointed by that body. Its typographical appearance is admirable. It throws us quite into the shade. Its pages are full of life and vigor; and if such is its infancy, what may we not expect from its maturity? There are noble souls laboring in the cause of education in the state of Ohio. They have resolved to establish and maintain a paper of their own, and we believe they will do it. They are young Napoleons. "They always do what they undertake." Their schools will eclipse those of Massachusetts before ten years, unless we bestir ourselves earnestly. Look at the record of the recent annual meeting of their State Association. There are the names of 212 teachers who were present, representing 41 Counties. We think it would be a good plan to publish the names of those who attend our associations, that it may be seen what teachers among us are willing to make some sacrifices for the cause. We thank you, brethren of the west, for the hint; and now be pleased to accept our hand editorially, professionally, fraternally. Success to your noble enterprise. P.

TEACHERS' INSTITUTES

For the Spring of 1852, *so far as they are arranged.*

At Leominster, March 22—27.
" Hinsdale, April.
" Woburn, April.
" Conway.
" Wrentham, April 19—24.

THE
MASSACHUSETTS TEACHER.

Vol. V. No. 4.] C. C. CHASE, EDITOR OF THIS NUMBER. [April, 1852.

NEPONSET RIVER.

A FEW weeks since, I had the pleasure of meeting, in convention, a large collection of the teachers of Massachusetts, and long shall I remember the occasion as one, to me, of the highest interest; for I was re-assured that there are, enlisted in our ranks, men of such talent, enterprise, and professional zeal, that the time is not far distant, when we shall be no longer forced to rely upon the members of the other professions, to manage our associations, to oversee our business, and to do our thinking for us. Far be it from me, however, to undervalue the aid which we have received, especially from the clergymen of Massachusetts. We thank them for their approbation, their counsel, their zeal in the cause in which we labor; but we beg of them to believe that there are some things on which we have a few thoughts of our own. We protest that the time of acting as machines in developing the theories of other men, has past away, and we now claim that, like the members of other professions, we are the best judges of what we are able to do, and how it is to be done.

But I propose, in this article, to discuss only one point in regard to which the professional teacher is bound to resist any farther encroachment on the part of the other professions. I refer to *the unequal share of labor which we are called upon to perform.*

This in truth is no new complaint; for Mercury himself, the father of all pedagogues, as Æsculapius was the father of all the doctors, used to grumble most bitterly at the amount of work which he was forced to do, both in the realms of Pluto and on the top of Olympus. Indeed, he was almost the only god who had any labor to perform. He must instruct the orators, teach the boxers, run with Jupiter's love letters, carry round the punch, and do various other chores, both above ground and below ground, too numerous to be mentioned.

Such is fast becoming the condition of the teachers of Massachusetts. The list of studies which once consisted of scarcely more than Reading, Writing, Spelling, and Arithmetic, is now so large that a page of small pica will hardly contain it. The doctors require us to teach Anatomy and Physiology, the Clergymen call upon us to aid them in Natural Theology and Moral Science, and the Lawyers will find that the pupils of some of our schools are grappling with Political Science and Constitutional Law. In my own school, we have enough studies to frighten the shade of any old schoolmaster of the eighteenth century, and you may judge of my surprise when, on my way to the convention, above referred to, I was gravely asked by a distinguished friend of schools, why my boys did not attend to Intellectual Philosophy and Moral Science; and the first lecturer whom I heard on my arrival, urged the introduction into our schools, of the study of Meteorology, and a "Book of Common Things," and complained, with some severity, that teachers did not take their pupils out upon the hills to study the rocks and the trees, and, indeed, to open the great "Book of Nature"—a book almost as large as the work referred to in the last of John the Evangelist!! Alas, who is sufficient for these things? The lecturer was a clergyman, a distinguished writer upon the subject of common schools. To show the alarming state of ignorance now existing in respect to this last study which he proposed to introduce, he stated the astonishing fact that, in a certain school, he once asked a girl where Neponset River rises, and (oh, horrible) she could not tell! She was a good geographer, and lived close by the Neponset, but she had neglected the Book of Nature, and where the river came from the poor girl could n't tell.

We confess that some remedy should be found for such alarming ignorance. And now, inasmuch as the clergymen are all our friends, if, at their next general convention, they will return the many compliments which they have received from us, by inviting me to address them, I will endeavor to repay the ten thousand kind suggestions which we have received at their hands, to propose a fair division of the labor of instructing the community, and so to arrange the business that hereafter young folks of twelve years of age shall really know as much more than men of sixty, as some people seem to think they ought to know. Reverend gentlemen, I have not chosen my text, but the "heads of my discourse" I will cheerfully give you, especially as there is some doubt about getting an invitation to deliver a more complete production.

1. I begin by flattering the clergy a little in order to conciliate their feelings and gain their attention.

2. I very modestly confess my ignorance of clerical matters, and ask them to pardon all my blunders.

3. I gently hint to them that although their instruction is confined almost exclusively to the simple study of Theology, yet even in this branch, such is their defective mode of teaching, that their parishioners of fifty years of age are in a state of lamentable ignorance. I enforce this point in my discourse by asserting that I have asked ten church-going persons "What is the chief end of man?" and not one of them answered correctly, and not two agreed—that I have found on diligent inquiry that even church-members have no well defined notions of their own total depravity, and have not half so clear conceptions of the three theological persons as the boys of the town school have of the three grammatical ones.

4. I show that their instructions are greatly confused, by their habit of frequently changing the subject of their discourses,—preaching, for example, upon the fall of Adam in the forenoon, and improving a railroad disaster in the afternoon of the same day.

5. I next proceed to show by statistics that the people of the parishes grossly neglect to improve the inferior advantages which they are permitted to enjoy—that their actual average attendance at church is only 43 per cent.—that if *non-attention* were added to *non-attendance*, this per cent. would fall below 22, and that upon examining ten persons of sixty years of age, and ten members of the Sabbath school, in the same congregation, on the catechism, it most conclusively appeared that the pastor's instructions were worth just nothing at all—the young people being, on some points, really ahead of their grandfathers.

6. I give some hints, in a friendly way, about preaching old sermons, and too frequent exchanges, all of which I do in such a patronizing and affectionate manner, that not the slightest cause of offence is given.

7. I propose to put the church affairs under a regular, efficient system of superintendence. A committee is to be annually appointed, to consist of Lawyers, Schoolmasters, and Apothecaries, whose duty it shall be to ascertain, by personal examination, the qualifications of all candidates for the ministry, to re-examine them every year after their election, to give them, as they may need, special advice in regard to the best mode of preaching, and to publish an impartial report at the close of the year, in which the clergymen of the town or city shall be ranked

according to their respective merits, and their faults distinctly pointed out, that they may improve by the suggestions of the committee, and thus, in future, all strive to be best.

8. The schoolroom and church are hereafter to be under the same roof, and the clergyman and schoolmaster are to make a fair division of the labor of instructing the people of the parish. The clergyman is to spend six hours per day in teaching Theology, Moral Science, and the great "Book of Nature;" he is to lead the whole people twice a week out upon some hill or meadow, or into somebody's pasture, and there tell them all about the rocks, and fences, and trees, and grass, and all the wonders of creation; while the schoolmaster is to instruct in all the arts and sciences, as heretofore, is to relieve the clergyman of all preaching upon railroad and steamboat accidents, and travels in Europe, and is also to solemnize all marriages, among the young people, and kiss the bride, and take the fee.

TEACHING BY EXAMPLE.

EXTRACT FROM A TEACHER'S PRIZE ESSAY, BARNSTABLE COUNTY.

In no way do we teach more truly—in no way more indelibly stamp the impress of our own character—in no way do we gain more entire confidence, than by virtuous example.

The mother, on the green "Emerald Isle," who would educate her child in the Romish faith, does it not by lectures or arguments, but simply by giving expressions to her faith in all her acts. Does she fear the priest? She tells it in her looks and conversation. Does she revere the saints? She manifests her veneration by bowing before their images and uttering her "Ave Marias" as though she were in their awe-inspiring presence. Is danger impending? She kneels before a cross, or suspends one from her neck as a talisman for averting the evil. Thus she in fact teaches the child to feel her own emotions—and thus she forms for him that belief which long years of rigid teachings to the contrary, may not eradicate, for the character of an individual, if not acted upon by opposing influences, naturally assumes that of the model he is wont to contemplate.

And so the Indian mother teaches her babe to fear the Great Spirit. When He speaks in the thunder and breathes in the forest, her spirit feels His presence, and she bows in heartfelt awe; and ere the babe has once gone forth from the parental wigwam, she will have taught it most effectually to reverence the Great Spirit. Many a teacher as well as mother, of Massachusetts, might learn a valuable lesson from these daughters of the forest. They seldom use the rod—never scold, but by the silent yet sure influence of example they instil the lessons they wish to impart, and acquire that control over the habits and character which human calculation may not estimate.

DRAWING

ON THE PRINCIPLES OF PESTALOZZI, FOR THE CULTIVATION OF TASTE AND INVENTION.

BY PROF. WM. J. WHITAKER,
Principal of the New England School of Design, Boston, Mass.

Entered according to Act of Congress, in the year 1851, by William J. Whitaker, in the Clerk's Office of the District Court of the District of Massachusetts.

FIRST COURSE.

EXERCISE.

1. Combine 4 right and 4 acute angles.

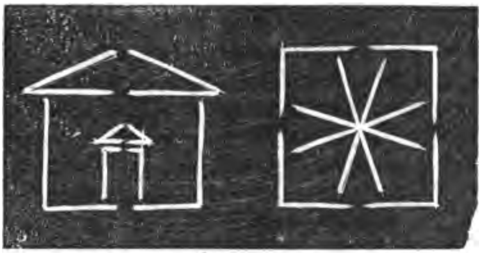

ILLUSTRATION 1.

This we call a compound exercise, from its being made up of two elements, each of which should be perfectly apparent to the observer, combined only relatively. We divide these exercises into two parts, pointing out to the pupil the necessity of clearness in the drawing, and also purity of conception. Teachers should never imagine that quantity is the test of skill. It is quality we require. A good design, drawn with clearness and precision, is worth a hundred poorly conceived and meanly executed ones. Therefore it is best to insist rather on the first productions of the pencil being neat and accurate, than multitudinous. We first direct the pupil to draw solid forms, or those figures bounded by a line or a series of lines, in their simple form, as they are the best to cultivate correctness of eye and hand; then to let the mind wander more into imagination, and wreathe its own rich fancies, still keeping in mind the all-important necessity of truth. It should also be pointed out to them, that combination or invention, to be good, depends on certain principles, such as order, uniformity, harmony of arrangement, and form of expression.

The simplest designs are generally the best, and in practical designing are the ones that are most in demand, because simplicity is the soul of purity, and purity is always pleasant to those who require the material it is applied to, either for ornamental or useful purposes.

2. Combine 4 right and 4 obtuse angles.

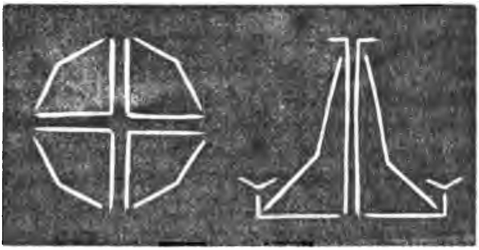

ILLUSTRATION 2.

3. Combine 4 right, 4 acute, and 4 obtuse angles.

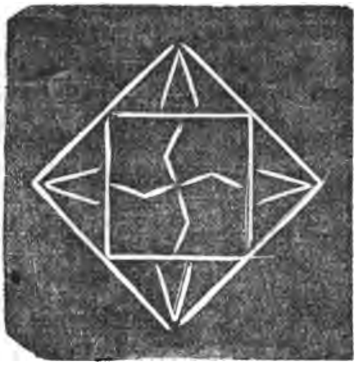

ILLUSTRATION 3.

This completes the exercises on angles, and we now turn to a different element.

Triangles.

Right, acute, obtuse-angled triangles.

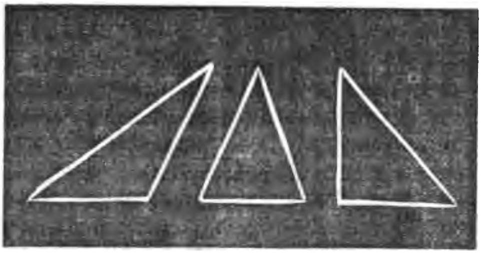

ILLUSTRATION 4.

These figures must be clearly defined to the pupils, and the difference between each pointed out. We use them only in their simple form, as above. With this element a less number of figures will be produced than by the former exercises, as they admit of far less modification, but are nevertheless essential to the cultivation of taste. For if we can by careful thought so arrange a sterile element as to produce a graceful form, how much more shall we be able to produce the same or a higher effect with forms that are in themselves beautiful.

EXERCISES.

1. Combine 4 right-angled triangles.
2. Combine 4 acute-angled triangles.
3. Combine 4 obtuse-angled triangles.
4. Combine 4 right and 4 acute-angled triangles.
5. Combine 4 right and 4 obtuse-angled triangles.
6. Combine 4 right, 4 acute, and 4 obtuse-angled triangles.
7. Combine any number of triangles.

This is the first unlimited exercise we make use of, and is, in fact, the first real lesson in design. Any number of triangles, of any kind, may include all the varieties, or only one or two, as may best suit the taste of the designer. But purity of design, rather than the combination of a large number of the figures, should be aimed at. This should be told to the pupil and firmly imprinted on his mind, as it is a common fault with beginners, to judge by size rather than by the quality of their work.

Let not the exercises be hurried over, but always dwelt sufficiently long upon to insure a perfect understanding of the work in hand; or the future progress of the pupil will be considerably retarded, every step being built upon the experience of the past, and holding relation with it.

(*To be continued.*)

TEACHERS' INSTITUTE AT LOWELL.

THE Secretary of the Board of Education has formed the plan of holding Teachers' Institutes in the cities, and perhaps, also, in the large towns of the State, upon the afternoons and evenings of Wednesday and Saturday, and the evenings of the intervening days during the term time of the schools. The evils of depriving the teacher of a portion of his vacation, or of requiring a special vacation of the schools, to enable him to attend the Institutes, is by this arrangement avoided. The Institute at Lowell, which closed on the 28th of February, was the second of the series, and was attended with such complete success, as to establish, in the mind of the Secretary, the feasibility of his new plan. The following notes upon the exercises of this Institute are presented to the readers of the Teacher:

WEDNESDAY.

Professor Guyot delivered two lectures upon Physical Geography, in which he exhibited an amount of knowledge respecting the physical condition of the globe, which, I believe, no American scholar possesses. This gentleman, a Swiss by birth, was educated as a geographer, in one of the German Universities, just as a man is educated in this country as a lawyer or physician. Arriving in America only about two years since, he has already acquired great fluency in the use of the English language, and has placed himself at the head of his profession. He is now employed by the Board of Education, to give instruction to the teachers of our Common Schools, respecting the best modes of teaching the science of Geography.

Prof. Guyot entirely discards the old method of filling the memory of the pupil with a confused mass of facts in regard to the boundaries of States, the location of capes and towns, the names of ponds and streams, the population of cities, &c., &c., and insists upon laying the foundation of geographical knowledge in a thorough acquaintance with the great features of the surface of the globe. He presents maps of various continents to exhibit to the eye, not the towns and cities, but the great mountain ranges, the plateaus and valleys, the elevation of the various portions above the level of the ocean, the systems of lakes and rivers, and those great features which influence the climate and productions of any spot upon the surface. The American continent, for example, is narrow and exposed to the influence of two great oceans, and is therefore visited by frequent and powerful storms of rain; while the old world is very broad, and far less exposed to the oceans, and, for these reasons, its climate is so much more dry than ours, that the American reader, who has been born in a land of storms of rain and snow, finds it difficult to understand the frequent allusion of the sacred writers to a "dry and thirsty land."

Any attempt to withdraw the mind from unimportant particulars and fix it upon general principles, is worthy of the encouragement of the friends of education; and if the pupils of our schools can acquire a sound knowledge of the great physical causes which decide the climate, the productions, and even the character of the inhabitants, of any spot upon the earth—if, for example, they are able to explain, upon general principles, why Boston is so much colder than European cities in the same latitude, why the climate of Washington is so different from that of San Francisco, and why the olive and the orange, the apple and the peach, refuse to flourish except in particular locations, I doubt not that the study of the important science in question will become far more useful and interesting than it has heretofore been.

THURSDAY EVENING.

The continued interest exhibited by the teachers and other citizens of Lowell, in the exercises of the Institute, was gratifying to the friends of schools, as well as encouraging to the gentlemen particularly engaged in giving instruction in the various departments of study.

In his lecture of this evening, Prof. Guyot gave us a very interesting exhibition of his mode of teaching the science of Geography, of which I have presented an imperfect sketch in my preceding remarks.

He selected for illustration the continent of South America, as being the most simple in its physical structure, and exhibiting most clearly the effects of great physical features upon the climate, the vegetation, and the political condition of the various countries which compose it. Its surface consists, 1st. Of a vast system of mountain ranges, the Andes, which, in a double chain, skirt the very verge of the whole western borders of the continent. 2d. Of extensive plateaus, or elevated plains, which are found especially within the borders of Brazil. 3d. Of immense low and level plains, which occupy the central and far the larger portion of South America, and are so vast in their extent that the traveller may pursue a journey of two thousand miles, and ascend not a single mountain in his course.

How, now, do these great physical features affect the climate and vegetation of the various parts of the continent? Commencing at the southern extremity, the region of Patagonia, the winds which uniformly blow from some westerly point of compass, lose their moisture upon the western sides of the precipitous Andes, and the vast plains east of the mountains are parched with drought, are almost destitute of all kinds of vegetation, and can never become the abodes of civilized man; whilst the western side of the mountain ranges is visited with almost perpetual rain, and the vegetation exhibits a most luxuriant growth. In the island of Chiloe, for example, it is a common remark that it rains six days in the week and is cloudy on the seventh, while the amount of vegetable growth is so enormous that the inhabitants are absolutely precluded from cultivating the soil in the interior of the island, and the traveller pursues his journey upon a mass of vegetation which covers the earth to the depth of fifteen feet!

But further north, and, indeed, throughout the whole central and larger portion of the Andes, the trade winds striking the eastern side of the mountain ranges, pass the summit deprived of their moisture, and thus leave the western coast of the continent so dry and barren, that in some locations, for several years, not a drop of rain has been known to fall; while the immense plains which constitute the greater portion of South America, receive the benefit of the winds from the Atlantic, and, unlike the plains of Patagonia, are covered with the most luxuriant vegetation and innumerable herds of cattle. The interior portions of the prairies of Buenos Ayres are subject, however, to occasional droughts, one of which proved so fatal to the herds of cattle, which are there raised in vast numbers, for the value of their hides, that it is supposed that one million must have perished; and one wealthy citizen, who was the owner of twenty thousand head, found, when the drought was past, that not one of them was left alive. But of all portions of South America, the almost boundless plains of the Amazon are most remarkable for the richness of the soil, the luxuriance of the forests, the warmth of the climate, the vastness of the rivers, and the great amount of rain which the tropical winds from the Atlantic pour upon the surface,—amounting annually to twelve or seventeen feet in depth. These plains, the largest in the world, produce palm-trees of forty varieties, some of which grow to nearly twice the height of any spire in the city of Lowell.

The plateaus of Brazil afford another illustration of the influence of mountain ranges upon the productiveness of the soil. While the eastern coasts of that country are among the most beautiful and most fertile portions of the surface of the globe, the more western parts, which, by ranges of mountains, are deprived of the benefit of the trade winds from the Atlantic, though affording the richest diamonds in the world, are dry and barren, compared with the rest of the interior of the continent.

But I forbear to follow the lecturer into more minute detail upon this interesting theme. It is sufficient to say that the whole subject of Physical Geography is so full of instruction and interest, that it will, of itself, secure the place in our system of education which its merits deserve.

FRIDAY EVENING.

The interest which the exercises of the Institute elicited in our community, was attested by the patience and attention with which a large audience listened to the protracted instructions of this evening. The principal design of these Institutes is, not to communicate information to the experienced teacher, but to suggest, especially to the more inexperienced, the best modes of imparting, in the school-room, the knowledge they already possess. It is creditable, therefore, to the wisdom of the Secretary of the Board of Education, that the instructions of the

Institutes are confined to the simple elements of the art of teaching. If another course would better please a popular audience, it would far less subserve the true interests of the cause of education.

The impatient spirit of Yankee enterprise has even entered the American school-room, and we find that the child has learned from the father, the habit of grasping at imperfect results, for want of patience in securing the most approved and most effectual means. Hence it is, that, although our system of education is far superior to that of any other part of the world, in respect to the expansive benevolence with which it bestows its advantages upon every class and condition of society, yet we must all acknowledge that it has not secured to the mass of the people, anything like a systematic and thorough knowledge of the primary elements of education. The American youth almost uniformly commits two radical mistakes in regard to acquiring his education—he attempts too much while attending school—he leaves the school before he has perfected himself in a single department of human knowledge. The school time of a European youth is three years longer than that of an American, and it is greatly to be lamented that our boys are, at the present time, leaving the school and entering upon business life at an earlier age than they were a few years since.

There is no subject upon which the community needs to be enlightened by the educators of our land, more than upon that of the mischievous effects of forcing our boys through a rapid and imperfect course of study, and pressing them into the ranks of business men, before their minds are thoroughly disciplined in any department of knowledge, and even before it is known to what pursuit their talents are best adapted.

SATURDAY.

The interesting exercises of the Institute closed upon Saturday afternoon. Although six different lectures were delivered during the day, and the weather was particularly unfavorable, yet neither weariness nor the storm prevented the attendance of a large audience till the last moment. I will not attempt to give a detailed account of the lectures, but will only indulge in a few general remarks.

I confess I was much interested in the lecturer upon the art of drawing. He is a young Englishman, of bashful mien, a delicate frame, and a black and dreamy eye. He seems to have fallen tenderly, not to say desperately, in love with nature, and is a perfect enthusiast in the art of imitating her beautiful forms. He speaks "right on," in a low, poetic, elegant and monotonous style, like the strain of an Eolian harp-string; and, often forgetting that he is engaged in teaching the art of drawing, he flies off into sundry episodes and rhapsodies upon the lovely and the beautiful, which are often as pleasing as a song, and indicate much delicacy of feeling and refinement of taste. His love for nature is evidently most sincere, and he would, perhaps, give more for a mullen leaf than for a Rail-Road Bank bill. Such devotion is worthy of all admiration, and I pray that his sweetheart may never turn coquette.

> "I know it is a sin
> For me to sit and grin
> At him here,"

but he gave us leave to think what we chose about his fancies, a license which I am now improving. By way of reparation, however, for the naughty things I have said, I must add that if any of my friends inquire of me where they may best learn the art of drawing, I will send them straightway to Prof. Whitaker.

His theory seems to be briefly this: All natural objects are beautiful, and, when closely examined, are found to be composed of true geometrical forms and bounded by regular geometrical lines. The work, therefore, of the student in drawing, consists, first, in acquiring the skill of making exact geometrical forms, and then the art of combining these forms so gracefully and faithfully as to imitate the beauties of natural objects.

Prof. W. cannot fail to interest and inspire the mind of the intelligent pupil with something of his own zeal, and we heard from him, with much interest, the pleasing incident of a little boy in a ragged school in London, who travelled ten miles to secure a leaf of a certain tree, from which to draw a picture with his pencil; and of still another who actually counted the geometrical lines which composed the contour of his father's dog.

It would be difficult to report the lectures of Mr. Colburn upon teaching Arithmetic. It is, perhaps, enough to say, that he insists upon so thorough a mental drill in the first rudiments of the study, that the pupil shall not only understand the theory of his processes, but shall also acquire such a facility in operating upon simple numbers that he shall arrive at correct results, as if by intuition—a facility which is acquired by many experienced accountants, and which is within the power of any pupil of ordinary ability. Mr. Colburn himself afforded an excellent illustration of the truth of the last remark; for he marshalled the nine Arabian digits with such promptness and precision, and in such rapid and complicated evolutions, about the chambers of his memory, that we began to suspect that the minds of both Zerah and Warren were reproduced in that of their namesake, and to be somewhat alarmed lest the Colburn family were fated to monopolize all the mathematical genius of the country.

As there is no art of embalming sound, so there is none of reporting the eloquent lectures of Prof. Russell on the subject of Elocution. What instrument so delicate, so melodious, so wonderful, as the human voice, and how much is it to be lamented that so many fail to prize so priceless a treasure! Who that listens to the instructions of Prof. R., is not induced to make this reflection?

We believe that the exercises of the Institute will serve to confirm and refresh the zeal of the teachers of our city, and to strengthen and encourage them in the performance of the duties of their office. But the zeal of the teacher will not alone suffice; there must be a more regular attendance of the pupils, and they must remain longer under our charge, or our system of instruction can never be truly developed, or our youth receive a finished education.

In closing the exercises of the Institute, Dr. Sears, after expressing his thanks for the favor which his enterprise had received from the School Committee and people of Lowell, took occasion to assure the teachers of our schools, that their zeal, their sympathy, their patient attention and protracted presence, had not only afforded him high gratification, and answered his most sanguine expectations, but had established, in his own mind, the feasibility of this new plan of holding Institutes in cities, in the evenings of the week and on those afternoons when the schools are not in session.

To these remarks the teachers of the city responded, by passing the following resolutions:

Resolved, That the business of the teacher, like that of the clergyman, the attorney, and the physician, is, and ought to be, a distinct and independent profession—a profession which, to be understood, must be practised—a profession which is worthy of our best talents, our warmest devotion, and our most untiring zeal.

Resolved, That in order to secure, in the most effectual manner, the dignity of our profession and the best interests of those entrusted to our charge, we are bound to sympathize with, to encourage, and sustain each other in the faithful performance of all our duties, and to favor every institution which is calculated to elevate the teacher and subserve the cause of sound and wholesome instruction.

Resolved, That the Teachers' Institutes, as they are now conducted in this State, are worthy of our cordial approbation: 1. Because they are conducted by a gentleman who is himself a practical teacher, and to whom we delight to look, not as a sentimental visionary or a censorious critic, but an elder brother and a faithful friend. 2. Because practical teachers are employed to conduct the exercises of these Institutes, to whom no higher compliment can be paid by us, than to ask them to "*look around*"—our protracted presence is more significant than any words which we can utter.

RESOLUTIONS ON THE DEATH OF A. A. BALLOU.

DIED in Bridgewater, of Typhus Fever, on Sunday, Feb. 8, aged 18 years and 7 months, Mr. Adin A. Ballou, an Assistant Teacher in the State Normal School.

He was the only remaining son of Rev. Adin Ballou of Hopedale, in Milford. In his life he exhibited in an unusually high degree, the virtues which spring from a Christian character. He possessed powers of mind and qualities of heart which promised for him high and very extended influence. He enjoyed the warmest affection of all who knew him. At a meeting of the Teachers and Pupils of the School in which he had labored, the following resolutions were adopted, and after being subscribed by each individual, were transmitted to the bereaved parents of the deceased:

Whereas, It has pleased our Heavenly Father to remove from among us, in the midst of his usefulness, our beloved fellow-laborer, Mr. Adin A. Ballou, the bright and pure morning of whose life gave promise of a day of wide and most salutary influence in the community, and whose goodness of heart and greatness of purpose had bound us, individually, to him in ties never to be forgotten, therefore,

Resolved, That we consider his death an irreparable loss to our School, and to the community generally; and one that calls for the expression of deep and heartfelt sorrow.

Resolved, That we sincerely sympathize with the bereaved family of the deceased, and deeply mourn with them the sudden and sad event which has deprived them of a beloved companion, and us of a dear friend and a kind and faithful instructor; yet believing him to be of the pure in heart, to whom it is promised that they shall see God, we find a sufficient consolation in the thought that he has begun a glorious progress in a more exalted and a happier sphere.

Resolved, That in this event we are again reminded of the shortness and uncertainty of life; and that we would not let it pass without endeavoring to impress upon our own characters, in some measure, the shining virtues of our departed friend, and thus, with the help of our Father in Heaven, sanctify to ourselves this dispensation of His Providence. E.

"THE great mistake among us in the educating our children is, that in our daughters we take care of their persons and neglect their minds; in our sons we are so intent upon adorning their minds, that we wholly neglect their bodies."—*The Spectator*.

EXACTNESS IN TEACHING.

Teacher.—What does the denominator of a fraction show ?

1*st Scholar.*—The denominator shows the size of the parts expressed by the fraction.

Teacher.—Very well. But *how* does the denominator show the size of the parts ?

2*d Scholar.*—The denominator shows the size of the parts by showing how many such parts the unit is divided into.

Teacher.—Very well. Now what other answer can you give ?

3*d Scholar.*—The denominator shows the size of the parts by showing how many such parts make a unit.

Teacher.—Very well indeed. I prefer this answer to the other, though many good teachers prefer the first, or at least they teach it. Even the gentleman who lectured upon Arithmetic at the last Institute I attended taught the same. But I think if they should investigate the matter more carefully, they would see sufficient reasons for preferring the view given in the second answer. Sometimes it may be well to adopt the view given in the first answer ; but ordinarily the other view will be found much more natural and direct, especially when a fraction is considered an expression of division, and in all operations upon the denominator of a fraction. I would not except even the formation of fractions. Thus, we will describe a circle, call it a unit, and express it by the figure 1. Now bisect the circle and express one of the parts by the same figure 1, but to distinguish this from the expression of a unit we will write the figure 2 under it, thus, $\frac{1}{2}$, to show either how many such parts the unit is divided into, or how many such parts make the unit. So far either view is natural. But now let us bisect the other part by a radius, and express one of the quadrants by the same figure 1, and to distinguish it write under it the figure 4, thus, $\frac{1}{4}$, not to show how many parts the unit is divided into, for it is yet divided into only three parts ; but obviously to show how many such parts would make the unit. Similar remarks might be made upon further sub-divisions.

Teacher.—Now reduce $\frac{13}{4}$ to units.

4*th Scholar.*—Since the unit is divided into thirteen equal parts—

Teacher.—No. The next.

5*th Scholar.*—Since the unit is divided into four equal parts, there will be as many units as 4 is contained times in 13, which is $3\frac{1}{4}$.

Teacher.—Pretty well. Will the next explain the same ?

6*th Scholar.*—Since there are thirteen such parts that every four of them would make a unit, there will be as many units as 4 is contained times in 13, which is $3\frac{1}{4}$.

Teacher.—Very well indeed. Do you not see how much more direct the reasoning is when we consider the denominator as showing how many parts make a unit?

This brief sketch of a recitation is given to direct the attention of teachers to their modes of expression. It is thought if teachers would carefully observe, they would detect themselves in using and teaching expressions that are not well adapted to convey the true meaning. In cases where ratio is involved there is great looseness of expression. Thus, "ten times larger," instead of ten times as large, is very common. Larger is entirely indefinite, and when multiplied by 10 cannot give a definite product. Much less can "ten times smaller" be a definite quantity. It may truly be said there is good authority for these expressions. But would it not be better to use expressions that do not require the learner to overcome some absurdity before they can be understood? Is it well to multiply difficulties unnecessarily?

Do not teachers often put their questions in such vague and indefinite terms as to confuse the minds of the scholars? As a sample of such questions witness the following, which are selected from questions used by the School Committee of a neighboring city in the examination of their High School:

1. At the North Pole what is the length of the longest day and night? At what time does the sun rise and set?
2. Answer the same at the Equator.
3. What is the size of a regular hexagon that may be inscribed in a circle?
4. How many regular polyhedrons can there be?
5. Suppose a wheel turns twice in tracking 16½ ft. and that it turns 200 times in going round a bowling green, what is the area in acres, roods and rods?
6. Into how many triangles may every polygon be divided?
7. How many figures are there which will exactly fill the angular space about a point?
8. How is an angle at the circumference of a circle measured?

This list might be enlarged, but it is unnecessary, and equally so for me to point out the faults. They are sufficiently obvious, but the more the questions are examined, the more absurd and ridiculous they will appear. Teachers may justly feel aggrieved at having their schools examined by such questions, and their own professional character deduced from the tabular arrangement of the answers. Then would not they do well to scrutinize their own habits, that they may not be chargeable with like injustice to their pupils?

J. S. R.

A FEW MOMENTS WITH OLD POETS.

PERHAPS no feature in the ancient classics is more interesting to the modern scholar, than the exhibition which they afford of the peculiar modes of thought which engaged the minds of men two thousand years ago. The following free translation of an Ode of Horace, which I find, in pencil mark, among my papers which begin to show the marks of age, exhibits a condition of society and a habit of thought which belong to other ages than our own:

Oh, great Mæcenas, born from ancient kings,
Thou from whom all my aid—my glory springs,
Let not the husbandman who loves to toil,
And reap his harvests from his native soil,
Ever forsake the quiet of his home,
And tempt the deep, and o'er its billows roam.
Some all their glory in the chariot place,
And love to scour Olympia in the race;
With burning wheels the rapid chariot flies,
And palms exalt the victor to the skies.
One foolish man of vain applause is proud,
And grasps the honors of the fickle crowd.
Another fills his barns with stores of grain,
Gathered from off the distant Libyan plain.
The merchant fears the winds that lash the shore,
And loves his ease within his lazy store.
Failing in trade, he fits his ships again,
And seeks for wealth once more upon the main.
Another loves to sip the good old wine,
And waste his time, and in the shade recline.
Some scorn their mothers' prayers and rush to war,
When the loud trumpet calls them from afar.
In the cold north the hunter leads his life,
And leaves the embraces of a tender wife.
He loves his dogs upon the deer to set,
Or chase the wild boar that has torn his net.
But *thee*, Mæcenas, other joys suffice,
For ivy wreaths exalt thee to the skies.
I seek the cool grove, wandering far away,
Where gentle choirs of nymphs and satyrs play,
Euterpe sings with music soft and sweet,
And Polyhymnia cheers my cool retreat.
Oh, make me but the poet of the lyre,
And my proud heart shall to the stars aspire.

Probably no better illustration could be given of the subject and mode of thought of the poet Anacreon, than the little gem entitled "Cupid and the Honey Bee," of which the following is a liberal translation:

Once when Cupid chanced to linger
'Mid the flowers thoughtlessly,
There pounced upon his dimpled finger
A cruel little honey bee.

"Oh, mother, mother, I am dying,"
Little wounded Cupid cried,
As he hastened, running, flying,
Up to lovely Venus' side.

"'T was a little serpent killed me,
Flying on a tiny wing,
And with cruel pain he filled me,
By the venom of his sting."

"If you die, dear," said the mother,
"Wounded by a honey bee,
How shall fare that hapless lover,
Whose poor heart is pierced by thee!"

SCHOOLS IN ENGLAND.

(Continued from the Teacher for March.)

The following is a selection from the questions used at the "General Examination of Schoolmistresses," before they received their certificates:

BIOGRAPHICAL MEMOIRS.

Write a short account of the life of any one of the following persons:—Bishop Wilson, Sir Matthew Hale, Richard Hooker, Bishop Ken, Henry Martyn, James Watt.

Write a short account of any one of the following women:—Queen Elizabeth, Grace Darling, Flora M'Ivor.

Write an account of any person deceased whom you consider to have been one of the greatest benefactors to the human race within the eighteenth or nineteenth centuries.

What class of biography should you consider best to be placed in the hands of young people? and why?

NATURAL HISTORY.

Point out the respects in which water fowl are peculiarly fitted for the element in which they find their food.

What peculiarity is observable in regard to the colors of the same animals in different climates?

Mention the original countries of our domestic fowls, and the dates at which the more modern were introduced into Europe.

What are *deciduous* trees? Mention the principal that are to be found in England.

What flowers grow most commonly in the woods, and at what times of the year do they flower?

Describe the *cruciferous* orders of plants, and their general characteristics and properties.

What common plants are noted for their medicinal uses?

What garden flowers are easily cultivated, and at what season of the year should they be put in the ground, and when will they flower?

Describe the difference between *endogenous* and *exogenous* plants, both in appearance and internal structure. Are these divisions known by any other name?

What articles of food are principally used by the inhabitants of Lapland? England? Italy?

What fish visit the coasts and rivers of England, and at what seasons of the year?

Give a brief account of the geographical distribution of animals of prey.

DOMESTIC ECONOMY.

What vegetables are most useful in a cottager's garden? and at what times of the year should they be planted?

How is potato starch made? Is it in all respects equal to the starch commonly sold in the shops?

Are copper sauce-pans liable to any objections? and if so, to what?

What puddings are cheapest, most wholesome, and most easily prepared?

Calculate the loss to a laborer in the course of a year, which would arise from his buying tea and sugar in very small instead of larger quantities.

Enumerate the different stitches used in sewing, their degrees of strength and neatness, the rapidity with which a given length of each can be done, and the uses to which they are respectively applied.

Is it an advantage to a laborer to receive his wages in small payments frequently, rather than in large payments at greater intervals? and why, morally and economically? What are the best methods of healing burns and scalds?

To what illnesses are workmen in different trades peculiarly subject? and what precautions are suited to each case?

ARITHMETIC.

Explain the working of the following questions:

Multiply 5,867 by 243. How many bushels of wheat are worth 16 bushels of barley, when wheat is worth 53 shillings per quarter and barley 27 shillings? Find by practice the value of 343 cwt. 2 qrs. 13 lbs., at £2, 16s. 8¾d. per cwt.

What is meant by balancing an account? Explain the difference between bookkeeping by single and double entry. State the uses of the cash-book—the journal—the leger.

The above questions were used at the examination in Easter; those selected for the autumn examination following, were more searching, and embraced a wider range of subjects. We select the following from the questions for the schoolmistresses:

SCRIPTURE HISTORY.

Give an account of the life and character of Saul. Mention some of the miracles wrought by Peter. Quote passages from Scripture declaring the providence of God. State what you know about king Herod and the members of his family. Why was St. Paul sent a prisoner to Rome? Narrate his voyage thither, and shipwreck. Write out the list of the books of the New Testament, with the names of their authors. Compare the knowledge of the future state as possessed by the Jews, and quote passages on this point. C. J. C.

THOMAS JEFFERSON ON SCHOOL GOVERNMENT.

It has been remarked, with some truth, that it was the fate of Mr. Jefferson to be more beloved by his friends, and more hated by his enemies than any statesman of his time.

That a man who could make so many mistakes in judgment, indulge in so many personal animosities, entertain sentiments so averse to those of the best men of his time, and yet, without ever making a speech in his life, reach the summit of popular renown, and almost eclipse, for a time, the fame of Washington himself, can only be attributed to the peculiar contingencies of the times into which he was thrown. The institutions of the past found almost no favor in the eyes of Jefferson; and he seemed as ready to overthrow the church, the Bible, the institution of slavery, the medical science, and even the administration of the illustrious Washington, as to resist the measures of the court of St. James, and the tyranny of George the Third. In his eyes, England had no virtues, and France, even in the days of her bloody revolution, no faults. Jefferson was born for revolution. He not only held to stripping human institutions of their sanctity, but he even formed, for his own use, an expurgated edition of the holy evangelists.

Not satisfied with speculating upon political government, he tried his skill at perfecting the government, or rather no-government, of the University of Virginia. Prof. Tucker, the friend and biographer of Jefferson, gives the following history of his plan, and the success with which it met:

"In framing the laws of the government of the University, as well as for the course of instruction, Mr. Jefferson had almost the sole agency. Believing that the authority of government is often needlessly exerted, and the restraints of law are too much multiplied, he allowed more latitude and indulgence to pupils than was usual. He limited the term of the presiding officer of the institution to only one year—to be held by each professor in rotation—and he did not receive the ordinary designation of president, but of chairman, 'by way of marking the limited and peculiar character of his functions.' These liberal and indulgent views well accorded both with the temper of the professors, and their inexperience, and they undertook to conduct a body of youth by appeals to their reason, their hopes, and to every generous feeling, rather than to the fear of punishment, or dread of disgrace. The imperfection of this system was not long in manifesting itself. It was found that though these mild measures may do for many, perhaps the far greater number, it will not do for all.

"The consequences of this error were serious, and well-nigh proved destructive to the early prosperity of the institution. Nightly disorders were habitual with the students, until passing from step to step, they reached a point of riot and excess to which the forbearance of the professors could no longer extend, when the students considered their rights violated, and openly resisted the authority of the faculty. More deep mortification, more poignant distress, could not be felt than was experienced by Mr. Jefferson. The following day he came down, with the other visitors from Monticello, which was their head-quarters, summoned the students into their presence, and they were addressed in short speeches by himself, Mr. Madison, and Mr. Chapman Johnson. The addresses of these men,—the two first venerable by their years, their services, and their authority—could not be resisted. The offenders came forward, one by one, and confessed their agency. Among those who thus almost redeemed their past errors by their manly course, was one of his own nephews. The shock which Mr. Jefferson felt when he for the first time discovered that the efforts of the last ten years of his life had been foiled and put in jeopardy by one of his family, was more than his own patience could endure, and he could not forbear from using, for the first time, the language of indignation and reproach. Some of the offenders, among them his nephew, were expelled by the faculty, and others were more lightly punished. Their offensive memorial was withdrawn, the exercises of the university were resumed, and under a system liberal without being lax, a degree of order and regularity has been progressively increasing, and is supposed to be now nowhere exceeded."

THE TEACHER'S INFLUENCE.

MUCH has been said and written of the great responsibility resting upon the teacher. But much more deeply must the teacher feel that each word and act, yes, often a look, has its influence for good or evil, before he will accomplish the whole amount of good in his power.

How shall this influence be exerted in the most happy manner? The whole soul must be full of interest in the employment, so that other cares may not find room to enter; the temper and state of the feelings must be constantly watched, lest our example be not a perfect one; and then we must be wise to improve every opportunity of arousing and stimulating noble sentiments in the minds of young immortals.

The mind of the teacher must be full of interest in the employment. He may say "Important duties call for my attention out of school hours." Ought this to be the case, to any great extent? What says experience? When are we prepared to accomplish the most good? When our minds are burdened with other cares, even till we are in the midst of the interesting throng? Or when classes and individual scholars have been summoned up in imagination, with the inquiry, How can I improve this class? Is that child pursuing such studies, and in such a manner, as will promote its best welfare? But shall the teacher think and speak of nothing but school and its duties? By no means. But the school should be the one great object, and other engrossing cares should not occupy the mind at the same time.

The temper and feelings must be watched. Teacher, did you ever enter the school-room some uncomfortable, stormy morning, with your mind dwelling upon some vexatious circumstance, feeling conscious that your countenance was more threatening than the clouds, and almost sure that something would occur to cause this unpleasant state of mind to manifest itself? If not, be grateful for a happy temperament. When thus enveloped in clouds, let us seek earnestly for sunshine, and soon will it appear *within*, if not without the school-room.

But I would speak principally of improving opportunities for usefulness. It is a bright summer's morning. Groups of children may be seen wending their way to yonder pleasant schoolhouse. And now the teacher comes among them. Nine o'clock has not yet arrived, and the doors are not opened. While the girls gather around the flowers their own hands have planted, watching carefully to see if any tiny bud has unfolded in the dew, the little boys, with rosy cheeks and weary limbs, seat themselves upon the door-steps. Little George draws a long breath, and says,—"O, dear, I should not much care if the key did not come to-day, should you, James?" "No," says James, "I do not love to come to school very well, do you, Eddy?" The teacher hears as though she heard them not. The doors are opened, the school goes on as usual. When our little folks have read, the teacher says, "Well done. You have read finely." Then glancing out at the open window, she adds, "Is n't this a beautiful day, children? I know it is warm out in the sun, but how cool and pleasant it is here. This is a nice place to stay in these warm days. I love to be here, do any of you?" "I do," "I do," they smilingly say, while George and James look as if they would be glad to join them. Then the teacher tells them of the pleasant play at recess, the cool water at the pump, to wash their bright faces, and promises to smooth their hair nicely for them when they come in; and they will walk softly to their seats, their little hearts full of happiness, which shines out at their eyes, and the influence may be such that they will never again say or think, "I do not love to go to school."

Would you call forth and cherish the purest emotions of which the young mind is susceptible? Cultivate a taste for the beautiful in nature and art, especially a love for flowers, those beautiful gifts so lavishly bestowed by our Creator. Despise them not as little things. Small though they be, have they not been the theme of some of the sweetest lays of the poets? And has not a wiser than the poets prized their simple beauty above the gorgeous apparel of the most wealthy of earth's monarchs?

A little child, too young to be in the school-room, was sauntering alone in summer. A teacher met him, and directed his attention to the pretty flowers by the way-side. He began gathering them, as they were pointed out to him. He was told to ask his mother to put them in a glass of water, and then left, apparently delighted with his employment. Five years afterwards, that teacher received a gift of fragrant flowers from the little lad, who had probably forgotten the circumstance, and could not have told how he came to love the flowers so dearly. And should he live to manhood, we venture to predict that his home will be a tasteful one.

It is a cloudy day in midsummer. The air of the school-room seems more close than usual. Some of the young people appear fatigued, some playful, and very few deeply interested in their studies. The teacher, after calling their attention, says, "You know little Jane has been sick a long time. She cannot come to school, she cannot go out to play. Who would like to send her a boquet of flowers?" Every hand is raised, every face lighted up. The children are requested to bring their flowers in the afternoon. The table is loaded, the boquet arranged—a splendid one—a note written by the teacher in behalf of the scholars, and a messenger from their number despatched with the gift to the sick room. Who shall venture to limit the influence of this little act?

Does a child come to you with its morning offering? Repeat to it, "I never threw a flower away," &c. Impress the mind of another with the sentiment that "Flowers are heavenly, as no one can indulge unholy thoughts, or deliberately sin while admiring beautiful flowers." When you walk with them in the silent forest, speak to them of

"The dim old woods,
Where even flower-bells have a low, sad toll,
As they bend down to die in solitude."

A gentleman who is doing much for the cause of education,—one whose voice alone is music, and his language all poetry, paused, while addressing a public assembly, and said, "If I appear to you embarrassed, not perfectly at ease, it is because I have nothing to encourage me. There are no *flowers* about me."

The influence of *music* over the mind, is generally acknowledged. Some misunderstanding had arisen among the young ladies of a certain school. Day after day their brows were clouded, and their minds disturbed. What could the teacher do? She had recommended mutual forbearance, but still the trouble remained. Long she meditated, and then her purpose was formed. A new song had been promised to them, and this should be the time for it. Still there was doubt whether they could join in it, with their present feelings. The next morning, before school, the teacher spoke to one and another, as they arrived, and called their attention to the song. Their ears were tuned to melody, and they had sweet voices. The piece was sung to them, and was so exactly in accordance with their taste, that they could not forbear glancing at each other, and each met an answering smile. Again and again was it rehearsed, and they were requested to join. One after another they united their voices, and soon performed it to the satisfaction of all. As they walked, arm in arm, to their seats, you might ask, "Where are now their bitter feelings?" And echo might answer, "Where?" All were hushed to perfect peace. Well has a poet of our own day said,

"Some songs have power to quiet
The restless pulse of care,
And come like the benediction
That follows after prayer."

Seek for opportunities to do good. A lad, while attending school, formed a determination to go to sea. His parents were averse to it, and tried to persuade him to abandon the project. But all to no purpose. To sea he must go. As the teacher was walking, after school one day, she saw the youth at a distance, and instantly her purpose was formed. She turned her steps and pursued him. Overtaking him, she soon spoke of his plans, and he freely expressed his determination. She told him of the anxiety of his parents, and his duty to them. She spoke to him of the present state of his education, and showed him how much more honorable and agreeable a station he might occupy, even on board of a vessel, after acquiring more knowledge connected with navigation. Long and faithfully she labored with him, till day faded into twilight, and twilight deepened into night. At length the point was gained. He promised to abandon his project for the present, to continue his attendance at school, and fit himself for a higher station. And now, should he follow the sea, he will go forth a wiser young man, or, as his mind develops, it is not unlikely that his tastes may change, and incline him to some occupation more congenial to the feelings of his friends.

But it may be asked, "What is to become of the teaching? Are not Geography, Arithmetic, &c., to be learned?" Certainly. The best methods of teaching each branch of study, should be carefully weighed, and information sought from every source. But these important topics I leave to others as themes of discussion, feeling that one may carefully instruct in every branch required to be taught in the schools, and yet but half perform the work of a faithful teacher. "This ought ye to have done, and not to leave the other undone." B. L. A.

Rockville.

STATISTICAL INFORMATION.

I WOULD be very far from depreciating the value of statistical information in regard to the condition of the institutions of our country; but the observation of every year induces me to be more suspicious of the correctness of any inference founded on statistics alone. It seems to be generally admitted that figures cannot lie; but statistics which do not embrace all the elements on which our decisions should be based, are not only liable to deceive the reader, but to do great injustice to persons who would stand in a far different light, were the facts fully developed; and, in this respect, they often tell what is equivalent to the grossest falsehood. Let me illustrate: To two schools, in the same town or city, a list of questions is put by a committee, and the results of the examination are officially published before the community. Now there are but few persons who will not receive a comparatively unfavorable impression in respect to the teacher whose school has met with the poorer success in this examination. But if a full investigation of facts were made, it might be found that the school of the more unsuccessful teacher is in such a locality that it is patronized by a class of poorer children, who enter his school with inferior merits, whose attendance is rendered irregular by the circumstances of the parents, and who leave school for the workshop at an early age. Moreover, it might appear, upon close examination, that this teacher is far more conscientious, more punctual, more anxious to improve the manners, and to instruct the heart of his pupils, and, in a word, a better teacher, than his more fortunate rival. It is so difficult to record a teacher's moral and social influence, and to represent all the varied circumstances which modify his success, in a table of statistics, that great caution should be used in regard to parading before the community the results of any partial examination.

The truth is, that statistics are not so correct and reliable as they seem to be. Take for example the Registrar's records of deaths in Massachusetts. From the Report of the Sanitary Committee, based upon these records, it appears that shoemakers live but little over forty years, while farmers live beyond sixty. How natural is the inference that the life of the shoemaker is, on the average, twenty years shorter than that of the farmer! But it will appear, on close inspection of facts, that most shoemakers leave "the seat" at middle age, and, in a great many cases, become farmers. To infer, therefore, that shoemaking is unfavorable to health because the deaths of very few aged shoemakers are recorded in the Registrar's books, is somewhat like concluding that going to college is almost fatal to life and health, because these books show no record of the death of a college student whose age is over thirty years, or gravely asserting that old age is very favorable to longevity!

If we are to be rated, priced, and labelled according to our relative value, let our supervisors trust to their eyes, their good sense, and their impressions founded on frequent observation, and, if they are honest men, we have little fear of receiving injustice at their hands. The rapidity of thought knows no limits, and it is not certain, after all, that the judgment of an intelligent man who spends fifteen minutes in a school-room, is not founded upon a greater number of facts, marshalled in beautiful and mysterious order in the mind, than ever appeared in any table in any school Report!

The question whether it is either wise or just, on the part of a School Committee, ever to publish any comparative statistics of schools, admits, in my mind, of very serious doubt. If every teacher exerts his utmost energies, yet some one must stand at the foot of the list, and why should the members of our profession be inspected, compared, ranked, graded, arranged in a line, like school-boys, from the head to the foot of the class, and thus shown up before the community? What other profession would bear it? What mortal is so much supervised, examined, visited, criticised, questioned, reported and voted upon, as the schoolmaster? And then what advantage is there in telling one half of the parents that their children are attending a poorer class of schools than the children of the other half? Will it make their children more respectful and obedient? Will it lighten the burden and cheer the heart of the teacher, who stands at the foot? Surely, if a teacher is unworthy of his place, there is a way to remove him; but so long as he is retained, let not his pupils be publicly and officially told that theirs is the meanest teacher in the town. I am aware that I differ from men whose opinions are of great weight in matters of education, but I believe that the teacher who will not profit by the private and friendly suggestions of his supervisors, will receive but little benefit by being posted, as an inferior instructor, in the Committee's Report.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston*, } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston*,
CALEB EMERY, ... *Boston*, } { D. B. HAGAR, ... *W. Roxbury*.

THE PHONETIC EXHIBITION

BEFORE THE LEGISLATIVE COMMITTEE ON EDUCATION.

THIS exhibition took place in the Representatives' Hall, in Boston, on the 3d of March, in presence of a large audience, among whom we noticed His Excellency Governor Boutwell, Hon. N. P. Banks, Speaker of the House, Hon. Amasa Walker, Secretary of State, and other minor notables. The object of this exhibition was to induce the Legislature to make Phonetics one of the required studies in the Common Schools.

Dr. James W. Stone is the leading advocate of this system, and whatever man can do to bring it into vogue he will do. His enthusiasm is equalled only by his energy and perseverance. Besides, he is a skilful master of all the arts of the politician, and knows how to apply them to the furtherance of his objects. The Doctor has a very winning way with him, and he seems to be actuated by high and benevolent motives. The exhibition at the State House was conducted by him with his usual tact and courteous urbanity. Indeed, we have never seen his "practicability" work more successfully.

"Phonetics" was the "subject of his story." Under this head Phonography was advocated as the best system of Stenography. Then it was argued that Phonotopy, or the Phonetic Alphabet of Pitman, was the shortest cut to the common orthography and reading. And, finally, it was urged that the present system of printing and writing should be utterly abolished, and Phonography and Phonotopy substituted in its place.

Rev. Hubbard Winslow, a member of the School Committee of Boston, being called upon to state his opinion, said that he thought a child might save two years of his life, by the use of the Phonetic Alphabet. Mr. Secretary Walker took a peep at that statement through his glass of "Political Economy," and saw the "*stupendous*" fact that two years multiplied by 200,000, the number of children of school age in the State, would amount to 400,000 years of time which each generation might save by this reform.

This was the sixty-ninth exhibition of the four girls from the Phonetic School who performed most of the exercises on this occasion. The exercises were reading from the common print and the Phonetic, spelling, analyzing or spelling by sounds, and reading Phonography from the blackboard.

These performances were very good, and were witnessed by the audience with great satisfaction. But we could not refrain from asking ourselves the question which a certain mathematician was accustomed to repeat—What does it prove? Every teacher of experience knows that reading and spelling equal to that exhibited might be produced with the same pains, in teaching without the use of Phonotopy.

The subject of Phonetics is one for teachers to weigh and consider. Let them do it carefully and thoroughly. Let no one adopt this or any other proposed innovation merely upon the authority of great names. Let them follow where the lights of reason and experience lead, and they will have to take no steps backwards. P.

STATE REFORM SCHOOL IN MAINE.

The government of Maine has been awakened, through the persevering labors of the efficient Secretary of the Board of Education in that State, to the importance of establishing a reformatory institution for the discipline and education of those juvenile offenders who, if not arrested in their downward course of vice and depravity in early life, will become confirmed pests and plunderers of society. In the last Annual Report of the Board of Education to the Governor, we find the following language respecting this enterprise:—

"Perhaps no institution of recent establishment, marks more strongly the character of the age, than Reform Schools. They are additional barriers in the downward course of youthful folly and vice, to check and save. When parents prove unnatural; when schools are neglected and school officers negligent; when the young offender has taken his first steps in crime, it is indeed a hopeful thing that the Reform Schools are opened to receive him before hardened by guilt, and shameless from punishment.

"Although the Reform School may not be intimately connected with our common schools, it is the result of the awakened interest in education, and has its foundation in the most enlarged benevolence. We regard it as a powerful auxiliary in the cause of education, and we hope that the work of its establishment in our State, so auspiciously commenced, may be carried on and completed."

From a recent report of the Commissioners on the proposed institution, we learn that a site for the building has been selected, and a contract made for its erection and completion. The estimated cost is $52,800. Having examined similar institutions in several States, they came to the conclusion that the plan of the one now in operation in Massachusetts is the best, and have framed an act corresponding in its principal features with that under which the State Reform School at Westboro' is now conducted. That institution has been eminently successful. Its benefits are now so obvious that the establishment of an additional institution, or the enlargement of that now existing, has been recently recommended by the Executive of Massachusetts.

P.

PUTNAM FREE SCHOOL, NEWBURYPORT, MASS.

This Institution was founded by the munificence of Oliver Putnam, Esq., a native of Newbury, who provided by his will that it should be "a Free English School, for the instruction of youth, wherever they may belong." It was organized on the 12th of April, 1848, W. H. Wells, Esq., having been appointed Principal.

Admission.—Candidates for admission to the school are examined in Reading, Writing, Spelling, Defining, Grammar, Geography, and Arithmetic. Most of the answers given by the candidates during their examination, are expressed in writing. The number of pupils at present is limited to one hundred.

Course of Instruction.—Reading, Writing, Spelling, Elementary Sounds, English Grammar, Geography, Arithmetic, Ancient and Modern History, Bookkeeping, Algebra, Geometry, Plane and Spherical Trigonometry, Practical Surveying, Mensuration, Conic Sections, Navigation, Natural Philosophy, Chemistry, Geology, Botany, Physiology, Rhetoric, Analysis of Milton and other Poets, Astronomy, Logic, Mental Philosophy, Moral Philosophy, Drawing, and the French Language. [Bookkeeping by Double Entry, Surveying, and Navigation, are not embraced in the course of instruction for the female department. Navigation, Bookkeeping by Double Entry, Logic, Conic Sections, Drawing, Geology, Physiology, and French, are optional with the pupils and their friends.]

MR. BARNARD'S BOOK ON NORMAL SCHOOLS.

In a former number we spoke of this work in terms of commendation. A reperusal of it has served to confirm our first impression. If any one procures it expecting to find an elaborate historical composition on the subject of Normal Schools, he will be disappointed; but he will be happily disappointed. It is something much better than that. It is a rich compilation, and, therefore, all the more readable. The legislature could not do a better thing than to make a present of one copy to each town, together with the "School Architecture," by the same author. Wherever it goes it will make converts to Normal Schools, and hasten the good time when teaching shall be regarded as a regular profession, for which the best men in the community will think it worth their while to fit themselves.

No teacher should consider his library complete without this book. P.

The Connecticut Common School Journal. New Series. Editor, Henry Barnard, Superintendent of Common Schools.

This double number for January and February, is devoted to a "Tribute to the Memory of Rev. Thomas Hopkins Gallandet, LL. D.," by the editor. It is sufficient to say that the production is worthy of the writer and the subject. We wish this paper success. P.

Moore's Rural New-Yorker.

This paper comes to our Table regularly, and a very welcome visitor it is. It is devoted to the two great interests of America, namely, Agriculture and Education, and is the *beau ideal* of a family paper. The Educational department is very ably conducted by L. Wetherell, Esq., a practical teacher in Rochester, and a whole-souled friend of popular education. We sincerely wish that such a paper might find its way to every fireside in the land. P.

ANNUAL REPORT *of the Normal, Model and Common Schools in Upper Canada, for* 1850.

THIS is a document of about 400 royal octavo pages, and contains a very full and minute account of the system of public instruction now in operation in Upper Canada. It is a very interesting and instructive volume. It lets us into a view of the progress of popular education in this large and growing province of the British dominions in North America; and a more delightful spectacle it has seldom been our fortune to enjoy. It presents one of the brightest pages in the history of this Continent. We commend the wisdom of Upper Canada, for she gives us abundant proof of her aptness to learn from the experience of other States. She has made a voyage of discovery throughout the whole civilized world, to find out what was most excellent in all the existing systems of education, and from their materials she has constructed one for her own children.

The principal agent whom she has employed in this work, and the author of the Report before us, is Rev. E. Kyerson, D. D., a gentleman who has demonstrated by the fruits of his labors, his singular fitness for the great enterprise which he undertook. The School System which he has built up shows in every part the hand of a master.

Ten years ago he came to Massachusetts to take lessons in popular education; but the time has arrived when Massachusetts might learn some useful lessons on the same subject in Upper Canada. We do not mean to say that the Schools of Upper Canada are superior to those in Massachusetts; but we believe that our schools might be made better than they are by adopting some of the features of her system.

The system of supervision is excellent. All the schools in the State are under the immediate care of local Superintendents who receive a liberal salary for their services. The minimum compensation of these offices is four dollars per school, and the maximum number of schools which any one superintendent shall have the oversight of, is one hundred.

More liberal appropriations have been made for the establishment of the Normal School at Toronto than for any similar institution in America. The government granted $60,000 for the erection of a suitable building, while the one at Albany, the next in size, cost only $25,000.

We propose to lay before our readers, as we have room, a sketch of the School System of Canada, and of the Normal and Model Schools at Toronto, and some of the questions used in examining the pupils of the Normal School.

Respecting the Common School System of Upper Canada, Mr. Barnard, in his work on Normal Schools, uses the following language:—

"The Province of Upper Canada, stimulated by the example of the neighboring State of New York, has within ten years organized a system of Common Schools more complete in its plan, more efficient in its administration, and embracing more of the agencies of educational progress than the system of any one of the United States. At the head of these agencies of progress stands the Provincial Normal School, for which, besides a standing appropriation of $10,000 a year for the current expenses, the sum of $55,000 [$60,000] has just been almost unanimously voted by the Legislature, to provide a suitable building and apparatus for the accommodation of the school." P.

QUALIFICATIONS OF PUPILS FOR ADMISSION TO THE GRAMMAR SCHOOLS IN BOSTON.

"Any pupil may be admitted into the Grammar and Writing Schools, who, on examination by the Master or either of his Assistants, shall be found able to read, at first sight, easy prose; to spell common words of one or two syllables; to distinguish and name the marks of punctuation; to perform mentally such simple questions in addition, subtraction, and division, as are found in Part First of Emerson's North American Arithmetic; to answer readily to any proposed combination of the Multiplication Table, in which neither factor exceeds ten; to read and write Arabic numbers, containing three figures and the Roman numerals as far as the sign for one hundred; and to enunciate, clearly and accurately, the elementary sounds of our language. And no pupil, who does not possess these qualifications, shall be admitted into any Grammar School, except by special permit of the Sub-Committee.

THE next Annual Meeting of the American Institute of Instruction will be held at Wilmington, Delaware, commencing on Friday, August 6th.

TEACHERS' INSTITUTES

For the Spring of 1852, so far as they are arranged.

At Leominster, March 22—27.
" Woburn, March 29—April 3.
" Sheffield, April 5—10.
" Deerfield, April 12—17.
" Wrentham, April 19—24.
" Fall River,

THE
MASSACHUSETTS TEACHER.

Vol. V. No. 5.] J. W. ALLEN, Editor of this Number. [May, 1852.

"EXCELSIOR."

It was a very common inquiry among the ancients, why the number of excellent orators, under all the encouragements the most flourishing States could give them, fell so far short of the number of those who excelled in all other sciences. Oratory is the highest goal of human attainments; and the answers given to this inquiry, are as diverse as modes of occupation and degrees of intellectual culture. Were the youth about to make his first attempt on the arena of life, to propose a like inquiry as to the smallness of the number of men who attain to the highest excellence, the replies would as widely differ. One author says that Homer ennobled his heroes by making them appear like the gods, thus displaying only the imitative energies at the expense of the noble original, which naturally belongs to every hero. Another writer states that Marius Aurelius secured the good opinion of the reader by declaring with great modesty, that it had been his chief care always to imitate the gods. The good Aurelius afterwards says, that in imitating the gods, he endeavored to act like them in the proper use of his understanding, and of all other faculties, thus presenting to the world a perfected model of what the gods had made him capable of becoming.

This sentiment may serve the educated young man as a golden thread to lead him to the highest excellence and to the most valuable success. While he forgets not his proper manhood, that he is subject to innumerable temptations, which will entice him to deviate from reason and goodness, he is urged by every motive to imitate the pure and to imbibe the divine; to spurn the war-geniuses of Rome and of Macedon; to neglect the pleasures which ruined the one, and the profane ambition which shed the blood of the other. The noblest portraitures of excellence in the intellectual and moral sublime, solicit a correspondent development from his insipid man within. While he rejects the opinion that circumstances make the man, he candidly holds that they may serve as the occasion which suggests his career or gives celerity and effulgence to his already ascending orb. It is the man who makes the man; the intellect which bursts its own imprisonment and forms the intellect, the soul that refines and elevates the soul. He reflects upon the circumstances and conditions of Homer, of Virgil, and of Milton; he takes the most extended view of their state, and then accounts for the production of the Iliad, the Æneid, and the Paradise Lost. On the same principle he explains the sublime discoveries made in natural philosophy and mathematics, by Galileo and Newton. He beholds Bloomfield making shoes in a garret and composing poetry which has delighted posterity, and Goldsmith, compounding drugs in a laboratory, who could indite such imperishable pictures of human life; the immortal bard of Scotland, who, following the plough, or keeping sheep on the hill-side, could arrange "thoughts that breathe, in words that burn," for the admiration of future ages; and the prisoner pilgrim of Bedford, who has produced strains that echo to the holiest frames of the inner man wherever the Bible has found its way.

Opinions formed in early life have great influence in directing our career and shaping our destiny. Character formed on the most excellent model, is replete with the good of the world; and the youth most enterprising in noble thoughts and deeds, regards himself as the world's man. He learns to study the living manners as they rise, analyzes the living heart of the species, and understands how to touch the harp of sympathy with the waking power of human lightning.

The student of books alone, is a cold star, gleaming from a frigid sphere from among abstruse mathematics and abstract philosophical principles. He comes from his study out into the world, but the smell of books is on his garments, his look and acts speak of the inhabitant of the closet, the laboratory, and the observatory. He blesses the world, but only through secondary influences, and it loves him not with a full flame, for he has not touched its sympathies and won for himself a place in its heart. But the philanthropist of preëminent talents has a genial warmth, which glows purely and brightly, and humanity is cheered by his career and inspiring presence. Men gather even about his tomb with true and affectionate admiration of him, as the heaven-cherished property of the world, its presiding, sympathizing genius. Such were Newton and Howard. The fame of both is imperishable: that of the former is bright, distant and cold; that of the latter, bright, cheerful and warm. Newton captivates the imagination, Howard enchains the heart; the one is a crystal intelligence, the other is a glowing sympathy. Both had implicit faith in the most elevated destiny, and while the one believed and thought and studied on, the other believed, acted and felt and drew men after him by the sacred attraction of sympathy. Newton stood by the altar of learning, ever stirred the embers and poured on the sacrifice of his best strength, and the pure flame went curling up among the spheres of heaven; but Howard stood by the fountains of human comfort, and even cast salt into their waters.

How high the hope, how pure the faith, which illumine the path of the young and piously-educated teacher, who goes forth to act for mankind! In his symmetrically developed character, the philanthropist, feeling for humanity, the patriot acting for his country, the Christian, claiming his high birthright and destiny, are beautifully blended and harmonized. To him who with a master's hand can move the emotional nature, can stir the tenderness of the heart, can awake the strong to high thoughts and noble deeds, true learning and genuine eloquence pay their homage and tender their service. The power of the bar, the efficiency of the pulpit, the wisdom of the senate, the eloquence of the popular assembly, wait on the steps of the great master of feeling. Christian learning is destined to renovate the world. Her ministers and the educated Christian teachers of our age, shall attend her way, share her honors, and glory in her triumphs. To them are entrusted the lights of wisdom, from their hearts proceed the refreshing streams of renovating truth. They rule the destiny of the world, its happiness is theirs, and its ultimate elevation will be the reward of their toils, their sacrifices and their conquests. Such are the true nobility; and when the force of battles shall be no more, when hereditary titles and honors shall have passed away, when the race shall have won its ultimate limit of enlightenment, then shall these heirs of immortality claim their reward, and receive their "Excelsior."

THINGS LOST FOREVER.—Lost wealth may be restored by industry—the wreck of health regained by temperance—forgotten knowledge restored by study—alienated friendship smoothed into forgetfulness—even forfeited reputation won by penitence and virtue. But who ever looked upon his vanished honors—recalled his slighted years—stamped them with wisdom—or effaced from Heaven's record the fearful blot of wasted time!—*Mrs. Sigourney.*

SELF-CONTROL ESSENTIAL TO THE TEACHER.

There is no qualification in the teacher more essential to his success in governing, than an ability to govern himself;—"He that ruleth his own spirit is greater than he that taketh a city;" and he who cannot control himself, will succeed but poorly in his attempts to control others.

The teacher who loses his temper, loses at the same time, the respect and affection of his pupils, and affords the mischief-loving urchin a strong temptation to experiment upon his weakness. The spirit of the teacher, moreover, by the force of natural sympathy, communicates itself imperceptibly and unavoidably to the minds of his pupils. If he be sour, morose and fractious, these unamiable tempers will soon be kindled in those who surround him. "Face answers to face." If the teacher's countenance be clouded with frowns, the dark image of his own ill-nature will be reflected back upon his own soul, from the group of faces around him that ought to be enlivened by the constant and bright expression of his own benignity.

The scolding mother wonders why her children are so provokingly disobedient. But she need not wonder. It is a provision of nature that the child should imbibe the spirit of those who stand in the place of a parent, and that child must be stupid and idiotic that does not reflect the image of parental peevishness, in impertinence and refractory disobedience. The parent or teacher who is always finding fault with those under his care will always have occasion for censure, for he effectually destroys all motive to good behavior.

The teacher should know how to censure without anger, to punish without passion, and to praise without insincerity. Amidst the provoking annoyances to which his calling is specially and continually exposed, the teacher needs a spirit disciplined to complete self-possession. He only rises to the true dignity of the teacher's work, who preserves his equanimity in the midst of annoying vexations. The passionate teacher if he be energetic, may preserve *order*, as it is called, but his government is that of fear rather than of respect and confidence, a tyranny rather than government. "They make a solitude and call it peace," said the indignant Briton of the invading legions of Cæsar. There are teachers who maintain their authority by a vigorous restraint upon the confiding and joyous spirit of childhood; who *repress* rather than guide the buoyant energies of their pupils; who silence rather than *stimulate* inquiry.

Such teachers may succeed in reducing their pupils to subjection, with the exception of a few who show their superior intelligence by playing truant; he may repress the spirit of gleeful childhood till the unfortunate subjects of his control have become as mute as mummies, and well-nigh as senseless. Government by fear can be maintained only by vigilant and painful effort. Let such a teacher for a moment relax the reins of his authority, and the elastic spirit of childhood, long subjected to an unnatural and cruel pressure, will rebound with ungovernable violence. The tumultuous *finale*, sometimes witnessed in the closing scenes of our district schools, furnishes a *striking* as well as *noisy* illustration of the beauties of this kind of school government. Benches are sometimes torn up, windows broken, and the schoolmaster pelted with snowballs, in the mere wantonness of boisterousness, rejoicing that a brief reign of odious tyranny is at an end. This is no fancy sketch;—many a teacher, after the fatiguing toils of the winter, has closed his thankless task thus ingloriously.

If the teacher does not covet so unpleasant a termination of his work, let him learn the art of governing others by governing himself. Let him discipline his spirit into uniform expression of benignity. And whilst he maintains an unshaken firmness, subduing the incorrigible by the force of an invincible will, let the law of kindness dwell upon his lips and in his heart. With such a spirit in the teacher, his presence will be a spell to charm the incorrigible and rebellious, and to awaken a thirst for knowledge and virtue. The close of a school conducted under such a benign influence will be no uproarious pandemonium, but the affectionate parting of mutual friends, rendered sacred by a thousand recollections of mutual good offices. ALPHA.

Maine, March 17, 1852.

GEOGRAPHY.

ALL teachers agree that in the pursuit of this study the first great object is to form in the mind of the pupil a picture of the exterior of the earth, its countries, oceans, mountains, rivers, cities, &c.; also the relative position of all these, together with their size, form, and appearance. The only point at issue then is, how can this best be done? We know of no better way of doing it than that which we have practised during several terms, viz., requiring the pupil to describe routes from one part of the country, or from one country to another; naming the direction in which he travels, the waters on which he sails, the capes he passes, the rivers he crosses, the mountains he climbs, the cities he visits, and all other matters of interest in the journey. After becoming a little accustomed to this, he may describe his return in like manner.

When still further advanced, he may be required to transport with him the principal productions of the country from which he goes, and return with the products of the country which he may visit; he can also name the wild beasts which he may expect to meet with, as well as the most noted birds, and the manners, customs, and characters of the people, with many other important items, too numerous to mention here.

This method has the double advantage of being very instructive and exceedingly interesting. The pupil thus acquires the very matter which he most needs, and that too in such a form that it is very easily retained. It partakes somewhat of the animation and interest of a real tour, and very seldom fails of engaging the attention of the pupil more than any other part of the lesson. Where this plan is adopted in one class, the teacher will often hear the inquiry from others, "May our class also describe routes?" This certainly is an argument in favor of the course, for what teacher does not know that a great point, indeed the principal point, is gained when the pupil becomes interested, and that one idea which he may voluntarily and cheerfully acquire, is worth a dozen which may have been driven into his cranium with a birchen rod or an oaken rule, inasmuch as the former will almost invariably be retained, while the latter will find the difficulties of escape not to be compared with those of admittance?

Give this mode a fair trial. We ask no more. J. B.

CHILDREN SHOULD BE TAUGHT TO THINK FOR THEMSELVES.

The moral cultivation of children belongs mainly to parents at home; and is achieved more by example than by precept. The boy whose father abhors a lie, seldom becomes a liar. Children are imitative beings; and as imitation soon becomes a habit, parents cannot be too careful what examples for imitation they set. We do not pretend to lay down rules for moral training; a sufficiency of them for every practical purpose will be found between the covers of that ancient and much neglected book, the Bible, and it is for parents to make the application clear to their children. We would have the young taught to think for themselves, and assisted to think justly; and, to do this, the parent must himself be capable of thinking justly.

To think for themselves! And how are they to be taught to think for themselves? In various ways; and, if we may be allowed to recommend any branch of education particularly, by the study of the exact sciences; at least, to some extent. It is true that every boy is not qualified by nature to become a great mathematician, but almost every one is capable of being taught that twice two are four, and we would cultivate whatever mathematical talent a pupil has, were it ever so little. And why, we may be asked, is he to study algebra and geometry, if he is to be a farmer or a shopkeeper? For this reason: it will teach him to think, to weigh every thing, to take nothing for granted without sufficient reason, to examine whatever is doubtful or suspicious, to detect error, and very often arrive at truth. It will make him in a measure independent of the opinions of others, for he who thinks much and deeply, is, if of healthy mind, competent to form opinions of his own. The Elements of Euclid is an easy and delightful book, which it does not require any extraordinary capacity or much time to master; but we will venture to affirm that the few days or weeks spent upon it will give the student a habit of thinking and close reasoning that will never depart from him, and that will be of inestimable advantage to him through life.

ADVICE OF A FATHER TO HIS SON,

MANY YEARS AGO.

THE following letter, written nearly half a century ago, by the Rev. Joseph Thaxter, a pious and honored divine of blessed memory, for many years chaplain in the Revolutionary army, having received his commission from Washington, and whose name will ever be honorably associated with the interesting event of laying the corner-stone of Bunker Hill Monument, having officiated on that occasion as chaplain, will be read with interest, both on account of its practical advice, and the peculiar views entertained at those times.

It is but a just and grateful tribute to say that the son, the Hon. Leavitt Thaxter, distinguished himself in this State, and in the South, as a talented and eminently successful teacher, and that now, when the teacher's armor is laid aside, the honors of the State and the duties of the general government do not lessen his ardor in the great cause of education, to which he has devoted the most and the best of his days.

MY DEAR SON:—I early devoted you to God. I have spared no pains or expense to qualify you to act your part gracefully as a man and a Christian. By my advice you have devoted yourself to the instruction of youth. The office is the most important and useful in which man can be employed. That ought to be esteemed the most honorable which is the most useful. It is so in the sight of God. You will never view it then as a mean and low employment. Remember the office will never honor you if you do not do honor to that. It calls for many acts of self-denial, or rather self-government. A firm and steady mind, restraining and governing the passions and affections, is of infinite importance in governing youth. Angry resentment for misconduct is wrong. The resentment shown to misconduct should flow from benevolence. Such reproofs can scarcely fail to make deep and lasting impression upon the young and tender mind. Let your government be mild, but firm. Often threatening does no good. It only tends to harden in disobedience. Those who will not be reclaimed by mild and benevolent measures, are unfit for the society of virtuous and well-disposed youth. Prudently point out the errors of such, to their parents or guardians, and take no severe measure without their positive direction. If none are given, lay the case before the trustees, and leave it to them to take such measures with the unruly as their wisdom shall direct. You will find a variety of tempers, dispositions and geniuses. These will have a peculiar effect on your own affections. We cannot avoid feeling peculiar affections towards such as discover talents and virtuous dispositions. Hence, you cannot guard too much against doing any thing through partiality. Let nothing of this appear in your public conduct; it may be allowed in private. Let it be your great object to awaken in every one an ambition to excel. Never mortify one who is not so quick to conceive, but encourage them to persevering industry.

I trust it will be agreeable to the trustees, in the plan of instruction, that the Bible, that holy book, should, some part of it, be read every day, and that prayer be attended, at opening of school in the morning and closing it at night. Let your prayer be short and pertinent, and with the most profound awe of that great and holy Being "who cannot be deceived, neither mocked." It is of the greatest importance that youth look up to their instructors, not only as the wisest, but the most pious and virtuous of men. Oh, my son, set a good example. While you devote all your faculties to teach them knowledge, strive to inspire them with the purest sentiment of piety and religion. Remember you are not only training them up for usefulness in this life, but for eternity. Nothing lays so sure a foundation for usefulness in life, as a mind deeply imbued with the principles of religion and morality. These are the only principles that can render us acceptable to God, or render us happy.

Is your task laborious?—how gloriously does Heaven reward the task, when your pupils go forth and become the ornaments of religion, the supports of society, some to fill the pulpit, some to shine at the bar, and some to adorn the senate. My dear son, arouse all your faculties, discharge a good conscience toward both God and man, and you will meet the approbation of both God and man, and be for ever happy.

Be not less exemplary in your family. Let your house be a house of prayer, a house of hospitality—not a house of luxuries. Nothing enervates and debauches the mind like luxury. It disqualifies for energetic exertion, brings on a premature old age, and a train of evil that renders the close of life miserable.

You have seen too much of the world not to expect to meet with many difficulties and trials. Nothing but the principles of religion deeply imbibed and steadily practised can afford you solid comfort. There is more comfort in reflecting upon one hour spent in the fear of God, and the right discharge of duty, than in a whole life spent in thoughtless vanity. We live in an age when infidelity and enthusiasm have marred the peace of pure religion. Sectarianism was never more prevalent. My dear son, avoid all parties in religion. You have the Bible which for many years I used to teach you, and remember it was your father's. But remember it is the word of God. Make that your guide, and not the dogmas, creeds, and confessions of fallible mortals. You have Woolaston, you have Stock and Taylor. These are the best helps to a right understanding of the Scriptures. Use them as helps, but not as guides. They are only the opinions and reasoning of fallible men. Though learned and wise, not infallible. The Bible is an infallible guide; though there are some things hard to be understood—yet there is no doctrine or precept, necessary to salvation, but what is plain and easy to be understood. Never enter into warm disputes on those points about which sectaries contend with such bitterness, that they lose the true spirit of Christianity; and while their heads are filled with clouds of mysticism and the smoke of metaphysical nonsense, their hearts are filled with uncharitableness and bitter annoyings. Be on your guard, and never suffer yourself to engage in theological wrangling. Always attend the public worship when the performances are tolerable. Hear, but be careful to judge for yourself. Never admit into your creed a sentiment that will excuse the least immorality. I knew the time when patriotism was a stable and fixed principle, when the good of our country was near the heart of every true American. This produced the most heroic exertion till our independence was established, and a constitution of government formed that was the admiration of the world. The times are altered. The hoarder and the trifler are now the objects of what is called patriotism, but falsely so called. The flood of foreigners which has flowed in upon us from the monarchical states of Europe, have had the unhappy effect of producing a mixed medley of politics. Hating monarchy and declaiming against it, does not constitute a true republican. It requires much thought and long habit to constitute a true republican. You have been educated in the principles of true Republicanism and must know that it is as opposite to unlimited Democracy, as it is to Monarchy. Party politics will sooner or later prove the overthrow of our republican government. In your situation in life, I think it of the greatest importance that you carefully avoid party politics. But be diligent to qualify your pupils to judge for themselves. It does not require a spirit of prophecy to foresee that the present state of things cannot long exist. Sooner or later a revolution must take place. The heterogeneous mass of the Southwest, of Spaniards, Frenchmen, &c., &c., can never amalgamate with the stern morals of Republicanism of the Eastern States. God only knows how soon an explosion may take place, and a flood of human blood be shed. My dear son, keep to your own business as an instructor of youth, and have nothing to do with politics or wars. Trust in God to protect and defend you; while you adhere to the principles of piety, virtue, integrity and uprightness, you will have nothing to fear. There is a proper respect to be shown to the dignity of human nature, from the prince on the thrône, to the beggar on the dung-hill. No human being is an object of contempt till he makes himself so, by an impious and wicked life. And even then, he is an object of pity, whom we are bound to instruct, and if possible reform. There are various grades in society; a just and proper respect is due to every one. Vain adulations are the opposite to contemptuous sneers, and never to be indulged by a wise and virtuous man. No sooner do you fall into the practice of flattering the great, than you become a slave. And if the great are wise and truly great, they will despise you. It is only weak heads and bad hearts that are pleased with flattery. All men have their hobby-horses. We may condescend to their humors, and try to please as far as can be done consistent with truth and a good conscience. These are never to be sacrificed to please the greatest man on earth. Remember Joseph's reply to his mistress is applicable to every deviation from the principles of rectitude, "How can I do this great wickedness and sin against God?" Let conscience be so much your master as never to yield to that which is not just and right. Let your heart be established with truth, and with unshaken firmness adhere to your duty. Though you may meet with rubs, they will only serve to show the integrity of your heart, and secure the confidence and friendship of every wise and good man. Let your deportment be decent and firm, and your conversation such as becometh the Gospel. Carefully avoid levity on one side, and superstition on the other, for "Wisdom's ways are ways of pleasantness, and all her paths are peace."

Time is of all things the most precious. I charge you to spend none of it in gaming; what time you can spare from your studies and school, should be employed in moderate exerercise. I advise you to cultivate your own garden. It will be an amusement, and afford much moral instruction; as weeds destroy the fruit, so vicious thoughts and habits destroy piety and virtue. When rooting up the weeds, look into your heart and strive to root out every bad affection.

Idle visits are very corrupting, and late hours are very injurious to health. Be sparing of your visits, always let your conversation be discreet, and, if possible, instructive. Never begin the practice of staying to a late hour. Nine o'clock ought to call you to your family, and to your family duties. Regular hours of sleep are as necessary as regular hours of food, to refresh the body. Irregular hours are very injurious to the health, both of body and mind. Regularity is the life of everything, and gives everything its proper time and place, and keeps everything in order,

Health of body and peace of mind constitute the happiness of man in the present state. Temperance is not a single virtue. It is equivalent to self-government. He that striveth for the mastery is temperate in all things. The passions and affections of human nature were planted within us by our benevolent Nature, for the wisest and best of purposes. They are the main spring of action. Reason and moral sense and conscience were planted in human nature for the wisest and best purposes. These the Apostle calleth the law in our minds. The former the law in our member. These are only servants, and ought always to be kept under strict government. There can be no greater slavery or mean drudgery, than to submit implicitly to their impulse. The doctrine of self-denial taught us by our Saviour, does not require that our passions and affections should be banished from our hearts, but ruled and governed by the dictates of reason and the precepts of the Gospel. As, on the one hand, these teach us not to indulge them to excess, so, on the other, not to use monkish austerities, but to be temperate in all things. All true pleasure lies within the bounds of God's commandments. Every intemperate indulgence mars true pleasure. Every excess, whether of passion, affection, or appetite, has an unhappy effect on the human economy. You will easily, from these observations, perceive not only the propriety, but the importance of the exhortation of St. Paul,—"Let your moderation be known to all men." Nothing will be so effectual to promote health and long life, as to govern your passions, affections, and appetite, by the laws of reason and the precepts of the Gospel. When we govern them by these, we do not inflict a wound upon conscience, but take the surest and safest way to preserve the peace of our minds. This is the primary reward of keeping God's commandments, and gives a foretaste of the glorious reward of eternal life.

I know it has been held as a maxim, that health and long life depend upon climate. It is true that standing water, and sunken, swampy and marshy places are unhealthy; they are peculiar to no particular latitude or climate, and do not afford a sufficient argument to prove that health and long life depend on latitude or climate. It only proves that high and dry situations, with running streams and goods springs of pure water, are essential to health and long life. I am induced to believe that health and long life depend much more on the mode of living. The opinion that distilled or ardent spirits are necessary to health in warm climates, I believe is as erroneous as it is that they are necessary in cold climates to keep us warm. Certainly nothing is more erroneous. Every unnatural stimulant tends to bring on debility, and injure health. If you wish to enjoy health, totally abstain from all kinds of ardent spirits. "A little wine for the stomach's sake" may be used at times. Even this must be used with great moderation. High-seasoned, rich food, I believe, is more injurious in warm climates, than in cold. Let your food always be free from spices. These are unnatural and injurious in every climate. Let your food be cooling, but nourishing. It is an undoubted fact, that the Arabs in Africa, many of them, live to a great age. This must be owing to their living so much upon milk. Nothing is more nourishing. A tumbler of milk and water, in a warm climate, is of more value than a gallon of brandy grog. Let it be a rule with you to make a free use of milk, or milk and water. Of bread and vegetables, nothing will tend more to preserve your health and give vigor to your mind. You will be free from those pressures that debilitate the body and depress the mind. This is the surest way to escape the shocking train of nervous affections which often render life a burden. My dear son, follow these directions, and if the all-wise God shall see fit to take you out of the world in the midst of your days, you will not have the galling reflection that you have been your own destroyer. There are other self-murderers besides those who shoot, hang, or drown themselves. Those who, by their intemperance, shorten their days, are, in the sight of Heaven, self-murderers.

Need I caution you against that false honor, which so frequently prevails, of attempting to take the life of a man, especially of one that has been your friend, because he has given affront? How often do such rash, not to say wicked men, rush to the bar of the righteous Judge of all the earth, uncalled for! Alas! the thought must make the sober mind shudder. A heart full of envy and revenge will never be admitted into heaven.

Can this be called bravery? No, it is madness. Nay, it is cowardice. The best way to answer slander and reproach is to live so that none who know you will believe it. This is the best mark of a noble, great, and brave mind.

My dear son, we are soon to part, never to meet again in this world. Receive this as the dying words of your father and best friend in this world. It will never hurt you if you follow it strictly. It will be a witness of your father's love and fidelity to you, at the last day, and I hope a witness for you, to your and my joy. May God Almighty bless you, and take you into his holy keeping, make you useful in life, and bring us to rejoice together in that eternal world where all is peace and love.

Your affectionate father,

JOSEPH THAXTER.

ESSEX COUNTY TEACHERS' ASSOCIATION.

THE twenty-second semiannual meeting of this Association was held at Newburyport, on Friday and Saturday, April 9th and 10th. It was largely attended by teachers and others, and proved unusually practical through the lectures and other subjects presented, and their free discussion. The Association was called to order at 10 o'clock, A. M., of Friday, by the President, Jacob Batchelder, Jr., of Lynn. The throne of grace was addressed by Rev. Samuel Kelley, of Lawrence. The President remarked upon the importance of each person making this meeting his own, of his expressing freely his feelings, and giving direction to the exercises.

At half past 10 o'clock, A. M., the Association was addressed by J. D. Philbrick, of Boston; subject, Teaching as a Profession. The whole subject was treated in a most candid manner. Though the lecturer did not contend for the recognition of teaching as a profession, he dwelt upon its importance, while he showed the reasons for many entering upon its duties, to continue for a short time only, and also the best means for getting and keeping good teachers; he closed by presenting the teacher's encouragements, and made all to feel that the office of teacher is one of which none need be ashamed. The lecture was warmly discussed by Messrs. Vaill, Wells, Bartlet, Greenleaf, Bricket, Withington, Lackey, and Sargent.

At 2 o'clock, P. M., the Association listened to an interesting and instructive lecture upon the subject of Emulation, by Prof. A. Crosby, of Newburyport. The lecture seemed to command the universal approbation of the Association, so just were its sentiments, and so strikingly were they illustrated and enforced.

It is to be hoped that this lecture will be made accessible through the press to all who desire a *fair* view of this prominent subject. The report on School Supervision was recommitted.

At half past 7 o'clock, P. M., Joshua Bates, Jr., of Boston, delivered a lecture upon the Life and Character of Dr. Arnold: this subject proved highly practical in the hands of the lecturer, and in beauty of style out-did Mr. Bates himself.

At 10 o'clock on Saturday morning, the Association listened to a lecture upon the Teacher's Influence, by P. B. Strong, of Springfield. This lecture was characterized by great truthfulness, and beauty too, and concluded a course of which it is just to say, the Association have never listened to a better.

In course of the sessions, the Massachusetts Teacher was referred to, and earnestly commended to teachers as a most desirable companion; it was urged upon them as a practical work.

The following resolution was unanimously adopted: — Resolved, that the Massachusetts Teacher is worthy of our confidence and support,—and that it is a paper of which we may justly be proud.

Several teachers availed themselves of the opportunity offered for becoming subscribers.

The following resolution was adopted, after which, and the singing of Old Hundred, the Association adjourned.

Resolved, That the thanks of this Association be presented to the several lecturers who have addressed us during our meetings; to those editors and proprietors of newspapers who have given gratuitous notice of our meeting; to the proprietors of the Eastern, Essex, and Georgetown Railroads, for special accommodations; to the city authorities of Newburyport, for the use of the City Hall, and to the citizens of Newburyport generally, for hospitalities so generously extended to the members of the Association.

GEO. A. WALTON,
Rec. Secretary.

Lawrence, April 13th, 1852.

Essex county, Mass., is more densely settled than any other tract of land of its size in the United States. Its population in 1850 was 131,307; number of towns, 30; population to a square mile, 328.

The citizens of Newton, at their town meeting, abolished the School District system. The schools are hereafter to be under one general supervision; which it is thought will enhance their efficiency and usefulness.

A NORMAL SCHOOL IN BOSTON.

With great pleasure we lay before our readers the following extract from the Report of Mr. Bishop, Superintendent of the Schools of Boston. He has hit the nail on the head:

"The proportion of female teachers is rapidly increasing in the public schools of this city, as well as throughout the State and country. There are now about three hundred female teachers in the Boston schools, and this number must become larger every year, as the population increases. There are at present, in all the Primary, Intermediate, Grammar and High schools, about twenty-two thousand children, and over eighteen thousand of this number are now instructed chiefly by females. The mere statement of these facts, shows at once that whatever can be done to give to female teachers higher qualifications, will greatly increase the efficiency and usefulness of the public schools. Every year, between forty and fifty well-qualified female teachers will be wanted to fill the vacancies which are occurring in the places of teachers. If these places are filled by persons of very high qualifications, the schools will be greatly improved without any increased expense. The teachers now in the schools are generally deserving high commendation for their 'pursuit of knowledge under difficulties,' and for making acquisitions beyond the course which the Grammar schools afford. If, however, the standard of the qualifications of these teachers could be at once raised one-fourth, the character of the schools and the scholarship of the pupils would very soon be raised in the same proportion. For the purpose of accomplishing this object in the most direct and feasible way, I recommend the establishment of a Normal School as a part of the Boston System of Instruction. It is due to the inhabitants of this city to establish an Institution in which such of their daughters as have completed, with distinguished success, the course of studies in the Grammar schools, may, if they are desirous of teaching, qualify themselves in the best manner for this important employment. Educated in our schools, they would be familiar with our modes of teaching and management, and would lend a cordial coöperation in carrying into effect all the provisions of the school system. It is believed that the amount of money required for the support of such a school cannot be expended in any other manner which will render so much service to the schools. If the members of this Board shall see fit to adopt the recommendations submitted in this Report for their consideration, a Normal School can be established and maintained without increasing at all the present current expenses of the School Department.

* * * * * * * * * *

Should you, gentlemen, receive with favor this proposition to establish a Normal School for the purpose of preparing the daughters of the citizens of Boston to become better teachers for our schools than can now, as a general thing, be found to fill the vacancies which are frequently occurring, I will lay before the Board, at some future time, a plan for its organization and management, accompanied with full and practical details. I will now simply remark in passing, that the course of instruction in such a school should embrace a range of topics, especially adapted to the wants of teachers of such children as are found in all the lower departments of our public schools.

Teachers need to learn the general laws of the physical growth of children, so that they may know how to take good care of those placed under their charge. They should be able to teach them the proper postures for sitting and standing. They should require no positions of the arms or of the body unfavorable to a right development of the chest, nor permit any to stand or sit too long a time. They should not expose the health of their pupils by neglecting to have their school-rooms suitably warmed in the morning, and well ventilated during the day. They should not allow children to stay out at the time of recess in stormy weather till their feet and clothes become thoroughly wet, nor should they permit windows to be opened where currents of cold or damp air will fall upon the children. In fine, they should learn to take such care of all the pupils in their schools, as a sensible mother would take of her own children. I have named these things as specimens of what should be taught in regard to the physical well-being of children in schools, because I have often witnessed the sad consequences which are sure to come upon both teachers and scholars, wherever these and kindred duties do not receive suitable attention. Besides, a judicious course of instruction for such a school should embrace a practical view of that portion of Mental Philosophy which will present all that is known in regard to the natural order of the development of the intellectual faculties, and the age at which each becomes active and capable of cultivation. Without some knowledge of this kind no teachers can adapt their instructions to the age and mental condition of their scholars. Without some correct ideas on this subject, they may overtask one set of faculties in the early stages of their development and neglect to cultivate others at the proper time, and in both places do great harm to the mental character of their pupils. And, moreover, a course of Normal instruction should include such knowledge as Revelation and experience have given us concerning the laws of training the moral feelings of children. Teachers need to understand both the nature and tendency of all the passions manifested among children, and also how to restrain these passions within their proper limits. They should likewise understand the nature and offices of the moral sentiments, and should learn how these can be so cultivated as to hold the passions in subjection to the decisions of conscience. Perhaps on this point, more than any other, both parents and teachers are liable to make the most ruinous mistakes in the moral training of children. Some persons seem to regard the existence of the lower propensities common to us all, as evils, and address themselves to the task of eradicating them from the hearts of children, rather than to the cultivation of the higher moral elements of our nature, evidently designed to confine the lower passions within their proper spheres of action, and thus make them minister to our happiness.

NORMAL DEPARTMENT IN BROWN UNIVERSITY.

We transfer to our pages, with great pleasure, the following letter from Professor Greene to the Commissioner of Public Schools of Rhode Island. We hail with joy every movement in education, which increases the facilities for the proper training of teachers. It would be difficult to name any one who is doing more than the writer of this letter to elevate the qualifications of teachers, and place the profession of teaching on the true basis.

"Providence, February 12, 1852.

"Hon. E. R. Potter:

"Dear Sir:—You ask me to give you information respecting the organization, course of instruction, and present condition and prospects of the Normal Department of Brown University. In compliance with this request, permit me to premise that the enterprise is yet in its infancy,—the first class having been formed at the commencement of the present collegiate year. Hence little can be said of results. It promises well. All that could be reasonably hoped, during so short a period, has been realized. The department is intended to fit teachers for the *practical* duties of the school-room. The course of instruction, the drill exercises, all tend towards this point.

"Two things are contemplated in the plan of organization. Of these that which is peculiar to the department is the professional training which the course in Didactics is intended to give.

"The second is the literary and scientific discipline which the various courses afford to those who seek for situations in the higher grades of schools. Those who are candidates for degrees are, in the regular order of study, pursuing these courses. To such, the Normal department is a kind of professional school, to fit them for their chosen occupation. But to those who come mainly to study Didactics, and yet wish to extend their literary and scientific researches, without obtaining a degree, the collegiate courses afford peculiar advantages. The student is placed at once in a literary atmosphere. He is in daily contact with scholars. He has access to a large and valuable library. The principles of Chemistry and Natural Philosophy are illustrated by an extensive and well-chosen apparatus. History, English Literature, Rhetoric, and English Composition, are all taught by able professors. And if he chooses to pursue one or more of the languages, he has the privilege of doing it. All these can be attended to in connection with Didactics.

"But that the advantages of the department may be enjoyed still more widely, a second class, of a more popular character, has been organized. This class is attending a course of lectures and drill exercises at the lecture room of the High School. It is opened for those teachers, male or female, who seek for situations in grammar and primary schools, and who have already made sufficient progress in the elementary branches to fit them for their profession. The exercises here are purely didactic. The principles of the art of teaching are distinctly stated and illustrated before the class; and to render the work more effective, the members themselves are called out individually to give elementary lessons,—regarding the class for the time as their school. The skill and efficiency with which these exercises are conducted become, at once, a test of ability, aptness to teach, self-possession, and power to command attention. This class, thus far, has been chiefly composed of ladies, mostly from Providence and the surrounding towns. It consists at present of upwards of sixty members.

"The course of instruction in both classes is, in its general spirit, the same; but in form it differs, to adapt it to the different degrees of attainment of the two. All instructions are given by lectures and practical exercises. The aim of these lectures and exercises is to reach the elementary steps in every branch taught in our schools, which can be most easily and readily comprehended by the child. It has also been our aim to determine not only what faculties of the child should be first addressed, but also the point of view from which instruction should be presented to them.

"Every subject may be said to have an *interior* and an *exterior* point of view, from which it may be examined. There is a *vital* element and an outward *manifestation*, which is only an unfolding of the former. He only can be said to comprehend a subject who examines it from its spirit and intent. When approached from this interior point of view, a subject does not lose its identity though it assume a variety of forms; whereas, when viewed through some outward manifestation, it is usually seen only through a particular form, and that but dimly. For example, the learner is told by the formalist in Arithmetic, that he must place units under units, tens under tens, hundreds under hundreds, &c. Why he should do so, he cannot tell. He is not made to *feel* the fitness of it, but obeys simply the *letter* of the rule. And in Addition, he must begin at the right hand, and add up the first column, writing underneath the entire sum, if it do not exceed nine, but writing only the right-hand figure and *carrying* the left to the next upper column, if the sum be greater than nine. To the learner thus taught, all these directions become inwrought into the very idea of Addition, as though they were vital to it. He supposes this the only mode of adding; and that any deviation from it is a violation of *essential* principles. Now let the same learner become familiar with every feature of the Arabic system of Notation as an ingenious invention—let him see how it can, with a few characters, represent all possible numbers—let him see, by contrasting it with other methods, as the Roman, for example, what unparalleled facilities it affords for carrying on arithmetical operations—let him understand the fundamental principle that wholes are added to wholes when we unite all their corresponding parts—and he will at once see that it will make, essentially, no difference whether we begin at the right hand, or the left, or in the middle, or whether we add *up* or *down*, if so be that *all* the corresponding parts are united, and each figure has the *place* which its value demands. If at length it should be found, by repeated experiments, that it is more convenient to begin at the right hand, that *convenience* will then be appreciated, but appreciated as a convenience, and not as something essential. Now when the learner looks at Addition from this point of view, he will see, whatever may be the mode of adding, that every method is pervaded by one and the same principle, viz.: that wholes, however large, are added to wholes when we unite their corresponding parts, and that it is the crowning excellence of the Arabic method of Notation, that it represents all numbers in corresponding parts, as units, tens, &c., and that these parts, taken separately, are small numbers, and easily comprehended.

"This interior view is capable of indefinite illustrations drawn from Arithmetic, Reading, Grammar, History, Geography, and in fact, all the branches taught in our schools. It has been the chief aim of our course in Didactics, to open and unfold the methods by which the various branches may be presented from this point of view, to children. In no department has it been found necessary to labor more assiduously than in that of Reading. The elements of Reading, if taught at all, are too apt to be exhibited in the form of rules which cannot be readily comprehended, much less exemplified by the pupil. They are usually either a dead letter, or are exemplified only by a servile imitation of the teacher's voice. Now he who looks at a subject from this interior point, needs no rule,—the *thought* and *feeling* of the writer is his rule; in other words, the rule is to give just such an expression of the spirit and life of the subject as one would naturally give to it himself, were he to embody it in his own words.

"Two things are needed to secure good reading. Foremost and chief, is a delicate appreciation of the sentiment to be expressed; and then such a training of the vocal organs as will secure a forcible, clear, distinct, and musical utterance of that sentiment.

"He, therefore, who would teach Reading well, must dwell much upon the thought; he must cultivate the 'mind's eye' of the child, that he may see what the writer saw, feel what the writer felt, and then express these thoughts and feelings without restraint. In so doing, the pupil, by his own voice, exemplifies the rules of good Reading, at first without knowing it; at length, his own utterance furnishes him with the rules for stress, force, inflection, quantity, rate, pitch, emphasis, cadence, modulation, &c., &c. But all this must be under the guidance of an experienced teacher, who can himself appreciate and exemplify all these qualities of good Reading, and draw the attention of the learner to what his own voice illustrates. Hence the necessity of such Normal exercises as will prepare teachers to take up Reading from the right point of view. The first error in teaching children to read, lies at the very foundation. The first lesson is usually wrong. Instead of presenting a child at the outset with a letter, as a mere form for him to look at, and name, the teacher should give him an elementary sound and require him to utter it,—then another, and so on. The letter should afterwards be given as a symbol of the sound, to be associated with it, at first as an aid to his memory, and finally, as a permanent representation. In this way, the letter means something; and in combining letters into syllables and words, their utility is readily appreciated.

"The next error lies in an almost total neglect of the *thought*, in the mechanical process which the pupil must go through in spelling out the words of his reading lesson. Hence that stiff, broken, school-boy style of reading which is so disagreeable. It lacks soul—is wholly devoid of thought. To improve it, the unskilful teacher urges the child to 'speak up loud,' and 'read faster,' thus involving him in two other errors,—if possible, worse than the first,—and that, too, without correcting the first. The child's voice must, as soon as possible, be placed under the supremacy of thought; then will this mechanical utterance yield to a life-like and graceful expression of the sentiment of the writer. Our exercises in the classes have aimed to exemplify this mode of teaching Reading.

"I have thus given you a few specimens of the methods which have been adopted in our course in Didactics. Suffice it to say, that similar methods are adopted in all the school branches. We have not been through with an entire course in any one; this would be impossible in the time allowed us. But we have given specimens of what may be called elementary teaching in the various departments of each. It has been our aim to show how this kind of teaching should be conducted, in a suitable number of examples, and leave to the members the work of applying it universally. We have aimed to make them *independent* teachers, not leaning servilely upon the text-book. Those who give a good elementary lesson without a text-book, will be most likely to use that instrument to the best advantage. Such is the course of instruction, so far as I can represent it in this short space. It should be added, that my connection with the Public Schools of Providence enables me to give the members of the classes peculiar facilities for improvement.

"What cannot be seen in exercises conducted before the Normal class, since the members are not children, but only supposed to be for the time, may be witnessed in reality in the different grades of our Public Schools. To these schools all the members of the class have free access. Here they can witness a practical exemplification of the principles to which their attention has been called.

"Upwards of eighty persons have availed themselves of the opportunity which these exercises afford, since the opening of the department last September. It will be seen from this brief sketch of the organization and condition of these classes, that a wider range for culture and mental improvement is here afforded than in any Normal school in the country. He who would with a liberal education prepare himself for teaching in Academies and High Schools, has here an opportunity for so doing. He, again, who would pursue a shorter yet thorough course, can accommodate himself to his wishes and circumstances. And yet again, he who wishes to combine the advantages of the Normal School and Teachers' Institute, may attend a course of lectures during the autumn and spring.

"Again, it will be seen that the exercises appropriately belonging to the department are strictly didactic, not academic, the latter being furnished by the college courses. The question is not, Have you attended to such a branch? but, How would you teach it to a beginner? How to one more advanced?

What means would you adopt to secure order and thrift in a school? To inspire the pupil with enthusiasm? To create a love for study? To raise him to a perception of what is noble, and worthy of his aspiration? And yet it is obvious that every branch taken from this point of view assumes a new and peculiar interest, which leads to a far better comprehension of the branch itself, than when learned merely as a school task. A task accomplished simply for the recitation room, is often only half learned; it is committed to the memory, rather than the understanding. But when learned by one who feels himself responsible for an explanation of every idea it contains, it must be thoroughly learned. He must know not only the lesson itself, but its various relations to collateral subjects. He cannot slight it, and then expect to teach it successfully. Hence, although the student, on entering this department, is supposed already to *know* what he is now learning to *teach;* yet he will find his knowledge of the various branches greatly improved from the new impulses under which they are reviewed.

"The tests to which candidates are usually subjected in examinations, make known only their literary qualifications. Little is learned of one's aptness to teach, power to interest and secure attention, ability to control, fruitfulness in expedients, skill in adapting instruction to age and capacity of children, and force and impressiveness of illustration. But it is obvious that these didactic exercises, in no inconsiderable degree, test the capacity of the candidate in all these. Hence the advantage which school committees and supervisors may derive from an acquaintance with the members of these classes, and the progress which they have made in all the characteristics of the good teacher.

"It is equally obvious, that the department will afford peculiar facilities to those who aspire to good situations, and would be placed in a position to make themselves known. I am often applied to for suitable persons to fill all classes of vacancies, from the High School down to the Common District School.

"Hoping that this imperfect outline may, in a measure, answer your inquiries,

"I remain, very respectfully, your obedient servant,

"SAMUEL S. GREENE,

"*Professor of Didactics in Brown University.*"

It is a most fatal mistake to regard order as the *end*, instead of the *means.*

[For the Massachusetts Teacher.]

TO THE BAND OF MASSACHUSETTS TEACHERS.

THERE is no pearl, however fair,
O'er which bright oceans roll,—
There is no gem that can compare
With man's immortal soul.

The pearl may mingle with the earth,
The diamond may decay;
The soul hath an eternal birth,
It cannot pass away.

But O, the dross of earth may cloy,
And dim its beauties rare;
It asks and seeks a purer joy,
It needs a purer air.

'T is yours to save, ye noble band,
From ignorance' vile breath;
To raise the soul, with gentle hand,
From intellectual death:

To lead the youth to Learning's shore,
Where her bright fountains burst,
Where he can drink, forever more,
And quench his burning thirst.

O, can a mission more sublime
To mortal man be given,—
The mind to lead to wisdom's clime,
And fit the soul for heaven?

A mission deep as ocean's flow,
As wide as land from land;—
You've Heaven's promise—onward go,—
God speed you, noble band!

W. Yarmouth. MARY H. E. CHASE.

DARE AND DO.

"DARE forsake what you deem wrong,
Dare to walk in wisdom's way,
Dare to give where gifts belong,
Dare GOD's precepts to obey."

"Do what conscience says is right,
Do what reason says is best,
Do with willing mind and heart,
Do your duty and be blest."

INSTRUCTIONS TO A SON.

BY GOETHE.

The time draws nigh, dear John, that I must go the way from which none returns. I cannot take thee with me; I must leave thee in a world where good counsel is not superabundant. No one is born wise. Time and experience teach us to separate the grain from the chaff. I have seen more of the world than thou. It is not all gold, dear son, that glitters. I have seen many a star from heaven fall, and many a staff on which men have leaned break. Therefore, I give thee this advice, the result of my experience. Attach not thy heart to any transitory thing. The truth comes not to us, dear son; we must seek for it. That which you see, scrutinize carefully; and with regard to things unseen and eternal, rely on the Word of God. Search no one so closely as thyself. Within us dwells the judge who never deceives, and whose voice is more to us than the applause of the world, and than all the wisdom of the Egyptians and Greeks. Resolve, my son, to do nothing to which this voice is opposed. When you think and project, strike on your forehead and ask for his counsel. He speaks at first low, and lisps as an innocent child; but if you honor his innocence, he gradually loosens his tongue and speaks more distinctly.

Despise not any religion; it is easy to despise, but it is much better to understand. Uphold truth when thou canst, and be willing for her sake to be hated; but know that thy individual cause is not the cause of truth, and beware that they are not confounded. Do good for thy own satisfaction, and care not what follows. Cause no gray hairs to any one; nevertheless, for the right even gray hairs are to be disregarded.

Help and give willingly when thou hast, and think no more of thyself for it; and if thou hast nothing, let thy hands be ready with a drink of cold water, and esteem thyself for that no less. Say not always what thou knowest, but know always what thou sayest. Not the apparently devout, but the truly devout man respect, and go in his ways.

A man who has the fear of God in his heart, is like the sun that shines and warms, though it does not speak. Do that which is worthy of recompense, and ask none. Reflect daily upon death, and seek the life which is beyond with a cheerful courage; and, further, go not out of the world without having testified by some good deed thy love and respect for the Author of Christianity.

GUYOT ON THE MOSAIC COSMOGONY.

PROFESSOR GUYOT has finished his remarkable course of lectures —we were near calling them disclosures — about the Mosaic cosmogony. We publish the last to-day. They are all worth preserving. We shall probably republish them in some more accessible form. The Professor, it will be remembered, commenced with an exposition of the laws of development which governed the material world, according to the Mosaic cosmogony and the ascertained laws of natural science, and then proceeded to prove that when the action of those laws was suspended by the day of rest, or "Sabbath of the Globe," they recommenced in the moral world, or the "World of History." For each of the five days, or epochs of creation, he shows a corresponding epoch in the history of the human race. Thus he marks the different civilizations as forming epochs or days, the first being the Eastern, the second the Greek, the third the Roman.

This last terminates the civilizations or periods of development in the heathen world, which he compares with the first three days of the creation, or the inorganic period. The Christian world, of which, he says, we are in the second epoch, he compares with the organic periods of the globe, the third being yet to come. In each of these successive civilizations, he traces a higher form of development, and proves that man is becoming more elevated in his moral, political and social condition, and that, instead of retrograding, he is advancing, according to established and immutable laws, to a higher state of perfection. The idea embraced in these lectures is entirely original, is presented in a clear and forcible manner, and is certainly supported by a strong array of facts.—*Evening Post.*

TEACHING AND TRAINING.

IT is recorded of Dean Swift, that he had often been teaching his servant in vain to close the library door, when she left the room. One day she entered her master's study, and requested permission to go to the marriage of a friend, a few miles into the country, which was granted. The door as usual was left open. Annoyed at this, the Dean permitted the girl to leave the house several minutes, and then ordered another servant to follow, and say to her that her master wished to speak with her. She reluctantly, obeyed the summons, and returning in great haste, inquired what her master wished to say. The Dean calmly replied, "O, nothing in particular; shut the door." What *teaching* had failed to do, training, in this instance, fully accomplished, for the door was ever afterwards properly closed.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston*, } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston*,
C. J. CAPEN, ... *Boston*, } { D. B. HAGAR, ... *W. Roxbury*.

DEARBORN SCHOOL, ROXBURY.

THE beautiful and convenient building erected for this school, is located in the vicinity of Mount Pleasant, a little retired from the street, with ample grounds, thus affording all the quietness of a country school, though in the midst of a populous community. The edifice is built of brick, two stories high, its dimensions sixty by seventy-two feet. The first story has four rooms, capable of accommodating fifty-six scholars each; and the second story two rooms, each of which will contain forty-nine scholars, also a hall for singing, exhibitions, and other general exercises.

Beauty and utility are admirably combined, both in the building and its fixtures, embracing all the modern improvements, and rendering it one of the most convenient as well as pleasant houses, for the number of pupils, in the vicinity. It is an ornament to this young and thriving city, reflecting much honor upon its enterprising government. Upon the front of the edifice, is the simple inscription, "*Dearborn*," in honor of the late General Dearborn, the beloved and distinguished mayor of the city.

The dedication took place, with appropriate exercises, on Tuesday, the second day of March, in the presence of a large and delighted audience. The services were commenced with singing, by the scholars, followed by an appropriate prayer, by Rev. Dr. Putnam. Alderman Curtis, chairman of the committee on public property, made some statements respecting the building and its cost, which was, including the land, over twenty thousand dollars; and then delivered the key to his Honor, Mayor Walker, who responded in a very appropriate address on the subject of education. In closing, he committed the house to the care of the school committee, through their chairman, Rev. Mr. Shailer, who made a few eloquent remarks, mainly to the children, urging upon them the duty of meeting the high expectations of the community, and making attainments in knowledge commensurate with their distinguished privileges.

Rev. Mr. Alger, in his usual chaste and happy style, next addressed the assembly, presenting as models of perseverance in science, many eminent men, among whom was our own illustrious Franklin; and closing with a fine poetical quotation.

The audience were happily entertained by a few brief remarks from Rev. Mr. Ryder, who drew a pleasing contrast between the structure of their school-houses of the present day and those of his boyhood, much to the amusement of all present. Dr. Putnam spoke very briefly, urging upon the boys the great importance of truth and goodness.

Mr. Reed, principal of the Washington School, out of which this school was formed, next addressed the meeting, thanking the city government for the ample provisions they had made for the education of their increasing population, and giving his parting good wishes to the children who had been under his care. The concluding address was made by Mr. Long, who had been previously appointed principal of the Dearborn School. His remarks were directed chiefly to parents, inviting their sympathy and coöperation in the establishment of a good school, to secure to their children the best advantages for mental and moral cultivation.

The exercises were enlivened by the singing of several appropriate songs by the scholars, under the direction of Mr. Pratt, their music teacher. A general feeling of approbation prevailed, and the people retired, delighted with the new school accommodations, and quite satisfied that the public treasures had been judiciously expended.

SALARIES OF TEACHERS IN BOSTON.

THE masters of the Latin and English High Schools, have a salary of $2,400 each per annum; and the ushers in both schools have $800 each, for the first year of service, with an annual income of $100 for each additional year of service, until the salary amounts to $1,200; at which sum it remains fixed. All grammar and writing masters have a salary of $1,500 each; all sub-masters in the Grammar Schools, have $1000 each, per annum. All ushers in said schools have $800 each, per annum. Head assistants, $400 each; and all other assistants, $250 for the first year's service; $300 for the second year's service; and $350 for the third and succeeding years. The teachers of music receive $100 a year for instruction in each school, which sum includes the consideration for the use of a piano-forte. (All the salaries are fixed by the School Committee.)

Thanks to the "*Vermont Whig Union*" for their kind notice of our journal. We are fully persuaded that the *Union* is a whole man, not only for this, but because he calls teaching a "*heavenly vocation.*"

BOOKS FOR REFERENCE IN SCHOOLS.

On this topic Mr. Bishop, in his late report, says:

"I am desirous of saying a few words in favor of having in every Grammar School a small collection of *books for reference*. Teachers, like gentlemen in other professions, need a few suitable books of this class always at hand; for they cannot carry all the minute details of the different branches taught in the schools in their minds, always ready for use, any more than well-read lawyers, physicians, or clergymen can respectively carry all their professional learning with them, ready to meet all emergencies. All persons who know *where* and *how* to look for such information as they want, may be considered well educated, in the professional sense of the term.

"There is wanted in every Grammar School a collection of such works as would make, when all taken together, one comprehensive dictionary on the subjects connected with school studies. This library of books of reference need not at first contain more than twenty-five volumes, embracing such works as the American Encyclopedia, McCulloch's Geographical and Commercial Dictionaries, Brande's Dictionary of Science, Literature, and Art, Smith's Dictionary of Greek and Roman Antiquities, with a Universal Biographical Dictionary, and a good Atlas of Ancient and of Modern Geography. These few books would render great assistance to the teachers and the scholars in their respective labors."

We agree with the writer in the view here presented. If we could have but one of the works mentioned in the list above, we should prefer the American Encyclopedia. There is another work which we wish to recommend to all teachers who do not possess it. We mean the Cyclopedia of English Literature. The price is so moderate that it is within the reach of all. Scholars will esteem it a great favor to be allowed to read it.

P.

Locke Amsden, or The Schoolmaster: *A Tale, by the Author of "May Martin," "The Green Mountain Boys," &c. Published by B. B. Mussey & Co.*

This work was first given to the public about four years ago. It was a literary experiment. The author had the courage to leave the beaten track of novel writers, and strike out boldly into a new field of romance. Instead of a marble palace, or an enchanted castle on some fabulous, far-off shore, a common farm-house, situated upon an unpoetic turnpike road, within the geographical limits of the wool-growing, butter-making State of Vermont, is selected as the opening scene of the story. The hero is a new character in print; you cannot find one lineament of his features in any fiction, from Homer to the "Bleak House." He is no knight of gentle blood, with "steelgloved hand," nor victorious captain, "bearing his blushing honors thick upon him," but a farmer's boy, sixteen years old. But still he is "every inch" a hero, for he fights heroically, and conquers.

When we see him for the first time, we find him on the field of battle, fighting with might and main, and though literally *down*, he is by no means *floored*. He is lying on some straw at the mouth of a shanty, or sugar camp, which opens towards the row of boiling kettles in front; these kettles are filled with maple sap, drawn from the noble kings of the New England forest, which stand in regal dignity around the spot. The lad has a ciphering slate and a large, old, cover-worn volume spread before him. With pencil in *rest* he is contending with all his forces, with old Pike's "*invincibles.*" Soon the battle is won, he leaps upon his feet, and exclaims aloud, "I have done it! I have done it!" and turning back, and shaking his fist at the prostrate foe, he adds, "Now, old Pike, just show me another sum that I can't do, will you? you are conquered, sir!" This conquest gives us a "touch of the hero's quality."

Scott, Irving and Dickens have drawn ludicrous caricatures of the schoolmaster, and set him up to the gaze of the world as an object of ridicule, if not contempt. But this author has nobly dared use the same means to elevate and dignify the business of training the young. His attempt has not been in vain. In the form of a charming story, he has instilled the true doctrines of popular education into thousands of minds which would have turned with indifference, if not disgust, from the same truths, couched in the language of didactic gravity. And if it could be perused in every family in the land, it would leaven the community with just principles on the subject of education. I do not want better evidence of the merit of the book, than the fact that *boys* will read and re-read it as they would the Arabian Nights; and that mature and cultivated minds are not satisfied with a single perusal. It is a sort of a schoolmaster's Pilgrim's Progress. It shows how a schoolmaster can be a whole man, and this is no small service. Had the author stopped here, and not made his schoolmaster-hero marry an heiress, and go to Congress, I cannot but think he would have done better. It is true, he made Locke marry a lady whom he took to be a penniless orphan. That circumstance is some compensation for the good fortune which followed. But to make the halls of Congress the goal of the teacher's ambition, does injustice to the profession of teaching; for it is thus degraded to a stepping-stone to a higher station. But considering the great merit of the work, this blemish is but as a spot on the sun.

No teacher can afford to dispense with this book from his library.

P.

DIVISION OF LABOR IN SCHOOLS: *Being the Substance of an Annual Report read at the Exhibition of the Chauncy Hall School. By T. Cushing, Jr.*

THE methods of applying the great principle of the *division of labor* to the instruction and government of schools, deserves the careful study of those intrusted with the administration of educational affairs.

The pamphlet before us affords a good illustration of the principle in a large private school. The Author is persuaded that this principle "can be introduced into the work of instruction to as much advantage as in any of the mechanical arts."

To expect that a single teacher can teach all the branches, in all grades, with skill and success, is not much more reasonable than to expect one mechanic to perform properly all the mechanical processes needed in civilized life. P.

ANNUAL OF SCIENTIFIC DISCOVERY, *or Year-Book of Facts in Science and Art, for* 1852. *Edited by David A. Wells, A. M., and published by Gould & Lincoln, Boston.*

THIS volume constitutes the third of this series, in the order of chronology, but, according to our judgment, the *first* in point of excellence.

It contains a sketch of the most important discoveries and improvements in mechanics, useful arts, natural philosophy, chemistry, astronomy, meteorology, zoölogy, botany, mineralogy, geology, geography, antiquities, &c., together with a list of recent scientific publications; a classified list of patents; and a series of exceedingly interesting notes on the progress of science during the year 1851, drawn up by the Editor. It is intended that this Annual shall be conducted in such a way that a complete series of the work shall present, as nearly as possible, a complete scientific history, not only of each year, but also of the whole time elapsed since the publication of the first volume.

This work seems to be almost indispensable to the teacher who would keep up with the times. P.

EDUCATIONAL REPORTS AND PUBLICATIONS WANTED.

The subscriber having been requested to draw up a sketch of the progress of education in the United States, during the last year, most respectfully solicits copies of educational documents from all parts of the country, to aid him in the performance of this undertaking. JOHN D. PHILBRICK, *Boston, Mass.*

COST OF ALL THE PUBLIC SCHOOL ESTATES IN BOSTON.

1. Cost of the Latin and English High School Estates, and of the improvements on the same,	$81,151.51
2. Cost of all the Grammar School Estates, and of the improvements on the same,	762,744.22
3. Cost of all the Primary School Estates, and of the improvements on the same,	427,377.84
Total cost of all the public school estates,	$1,271,273.57

EDUCATIONAL STATISTICS OF UPPER CANADA.

Number of schools in operation,	3,059
Number of pupils attending the Common schools in Upper Canada,	151,891
Adult population of Upper Canada,	803,493
Population between 5 and 16 years of age,	259,258
Colleges in operation,	7
Academies and district Grammar schools,	57
Students attending Colleges and Universities,	684
Students attending Academies and Grammar schools,	2,070
Pupils attending private schools,	4,663
Common school teachers in Upper Canada,	3,476
Female teachers,	779
Average number of months each school is kept open,	$9\frac{1}{11}$
Total amount of money available for teachers' salaries, and the erection and repairs of school-houses,	$410,476

"INTERESTING CORRESPONDENCE."

A subscriber in North Carolina writes as follows:

"Some two months ago, I subscribed to the Massachusetts Teacher, and was so pleased with it, I have inquired where I might obtain another *article* of the same character. I saw something in the Teacher of an *Ohio Journal of Education*. Please tell me where it is published, and by whom."

We are happy to inform our correspondent, that the Ohio Journal of Education is published at Columbus, and One Dollar sent to Lorin Andrews, of that place, will pay for it, one year. A capital paper it is, too.

A project is on foot, in the southern and central portions of Illinois, for the establishment of an industrial university, in which the science of agriculture and the principles of mechanism shall be practically taught. The fund for this purpose, now at the command of the State, has accrued from the action and foresight of the constitutional convention assembled at Kaskaskia, in August, 1818, in accepting certain propositions of Congress in relation to certain lands for school purposes.

The American Institute, of New York, has issued a circular proposing the establishment of an Americal school of mines, to be located in New York, under the auspices of the Institute. Dr. C. T. Jackson, of Boston, is named as the Director. The plan embraces courses of popular lectures on geology, mineralogy, mining, metallurgy, and chemistry proper, together with practical instruction in each of the above named branches of science, and also in civil engineering and nautical astronomy.

A new university, projected upon an extensive scale, has been established at Albany, New York, Judge Bronson President. The lectures upon medicine, law, and various departments of science, have commenced, and are in progress. The university in plan more nearly represents the European universities than any thing now in this country. It is intended that the professors shall be remunerated by the fees which they receive from those who attend the lectures. By a generous subscription of the people of Albany, four persons from each senatorial district of New York, and certain other persons, are allowed, this year, to attend upon the lectures gratuitously. Among the lecturers connected with this university, are Prof. Mitchel, on astronomy; Prof. Norton, scientific agriculture; Prof. Hall, geology; Dr. Henry Goadby, entomology; Profs. Agassiz, Guyot, and others.

Since the meeting of the American Association at Albany, active measures have been taken to secure the establishment of an astronomical observatory in that city. Twenty-five thousand dollars have already been raised, to which sum Mrs. Dudley contributed thirteen thousand. A valuable lot of land for the site of the building has also been given, by Mr. Van Rensselaer. The director of the observatory will be Prof. O. M. Mitchel, formerly in charge of the Cincinnati Observatory. The instruments are to be purchased in Europe, by Prof. Mitchel.—*Annual of Scientific Discovery*, 1852.

A legacy of $50,000 has been left to Dartmouth College, New Hampshire, by Abiel Chandler, of Boston, for the purpose of establishing a school of instruction in the practical and useful arts of life.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 6.] W. C. GOLDTHWAIT, EDITOR OF THIS NUMBER. **[June, 1852.**

DONT FRET.

"Fret not thyself in any wise to do evil."

We need to be animated with an ardent love for our calling, as all know. But the teacher must also be patient. These qualities do not always exist together. Some have ardor to inspire the chase or fight, who have not patience to bear delay and defeat. Patience, when not the offspring of dulness, is one of the rarest of virtues. He of the land of Uz has acquired a most enviable reputation. We have all helped him on to fame a thousand times by saying that he was the most patient man. His star shines all the more brightly from the fact that it shines almost alone. Ten rivals of Shakspeare might be found, and not one of Job!

But if patience is a rare, it is also a valuable virtue. And in no place is this trait more valuable than in the school-room. We have to do with those who have feelings to prompt, and but little reason to guide. Childhood is wayward to a proverb. "Folly is bound up in the heart of a child." And sorry we are to say that there are never wanting those, whose talent or skill lies only in applying irritations and ruffling the calmest temper. And the labors of our calling, though connected with imposing results, are frequently vexatious in detail. The seat before you may be filled with future senators and governors; but their march to fame, or even proficiency, will be attended with many a halt and apparent retreat. You naturally expect to see evidence of progress every day; but at the close of many a day you will go to your couch under the desponding apprehension, that many of your pupils are following the apostolic maxim to the letter; "Be ye steadfast and unmovable!"

These things have won for our employment the bad character of being a wearing, harassing, patience-trying business. The effect upon the disposition is thought to be hurtful: as if the teacher's heart and temper must after a while acquire a chronic moroseness and become hopelessly sour. Such impressions are doubtless a libel upon our occupation; it should be the business of every teacher to refute the slander. But it is, alas! too true that there is some foundation for the reproach. The memory of our early days suggests to us the names of some, who, at the time we knew them, had passed quite through the "acetic fermentation."

But with all these provocations and trials the teacher needs unruffled temper more than most men. Let those that hammer upon blocks of stone, or follow their bloody trade in the shambles, be vexed to blows; but oh! do not make mention of irritated words and sour looks, and blows in the school-room, where there are sensitive spirits to shrink under the gashes, and wear the scars forever. The school-room should be a scene of quiet, where the sunbeams and the summer wind, that may wander in through the open casement, shall never feel themselves away from home. But in producing such a state of things almost everything depends upon him who holds the reins of government.

Then, O Teachers, be patient. If nature or thy previous occupation has given thee a disposition to fret, and worry in spirit; oh! purge it away; remember with the wise man, that "he that ruleth his own spirit, is better than he that taketh a city." If you are ready to say sometimes that "there never was such a trying employment," then let it be seen that there never were such patient, even-tempered men, as those who are engaged in it. If this habit which we now reprobate, has been confirmed by months or years of indulgence, still, though it be more difficult than "to take a city," resolve that with God's help it shall be subdued. That fretfulness to which so many of our calling (and out of our calling) are prone, is a great evil; it mars thy peace, shuts out thoughts of God and heaven from thy heart, darkens thy countenance as if shadows from the very wings of demons fell over thee; it impairs thy usefulness, and in a word multiplies thy gray hairs and shortens thy life. It is equally an enemy to prayer and to good health; it is as offensive to God as a proneness to profanity; it is as bad in thy heart and life as a temporary possession of evil spirits.

Is, then, that lad discourteous? does that footfall descend too harshly to the floor? do those pupils use the "gift of tongues" far too much? is that morning lesson, for which you have perhaps given a special charge, fit only to be referred to the "committee on unfinished business?" still *do not fret;* do not be chafed within even. "Fret not thyself in any wise to do evil." We know the urgency of the case ; when volcanoes are full, they will break out in streams of fire ; with far less provocation than thine, persons reputed little less than saints, have quoted from " profane history " shockingly ; and kings with less affront to their honor, have unstrapped all the hounds of war and chronicled their wrongs in blood. *Still dont fret.* " In your patience possess ye your souls." If your position or occupation, at the moment, is dangerous, then lay down the book, dismiss the class, postpone the consideration of that offender's case for a little season, and by a strong effort of resolution or by a little prayer, go up into the watchtower of thought, like king David to the " chamber over the gate," and if the waves of excitement are too dangerous around you, let them fret and break a short time harmlessly underneath you. Then return to the work after a season, resolving and re-resolving to

" Be resolute and *calm*."

Let thoughts of the real dignity of your office and of your sure reward, pour their light unobstructed down into the still depths of your soul. Whatever may oppose, whatever may vex, whatever may delay the result you long for, quietly abide your time ; and while you pursue your vocation with zeal and love, oh ! seek to be meek and gentle and patient.

" Let your ills be what they may,
Keep cool ;
Seize this truth with heart and hand,
He that ruleth well himself,
Can the universe withstand.
Keep cool ! "

REVIEWING.

" If one would learn thoroughly, let him review frequently and thoroughly."

It has been well said that at least one third of the time should be spent in reviewing what has been already learned. Some have even said one half.

It is a great defect of modern teaching that we review so little. We calculate the amount of the scholar's progress by how much he has done, and not by how well he has done it. In most schools more zeal is manifested to get through the book than to understand the subject. Hence every day witnesses new progress over the field of knowledge. The place where we pitch our tent to-night is on the horizon by to-morrow eve. Consequently pupils little more than glance at the objects they pass in the way to knowledge. Thorough discipline, fixed and deep impressions, are rare. The pupils that " know but cannot tell" are fast multiplying. If going through Arithmetic and Physiology and the sciences were equivalent to understanding them, the degree of Master of Arts might be conferred upon almost every graduating scholar; for it is wonderful how much most pupils have been through in their time.

But all parents know, as teachers do, that there is much school-going now-a-days that amounts to nothing; it confers neither discipline or knowledge; it mends neither the intellect or the heart; the taste or the manners. Our schools are full of illustrations of this. There are pupils around almost every teacher's desk, who are just out of the primary department, and have been to Cube Root. Others of the same class spread all sail for the appendix of Physiology before they are fairly in their teens. But the truth is, all such pupils pass along very much as a simple-hearted pupil, of more honesty than wit, once did; when asked how he could "cipher" so far as Interest, and not understand Fractions, he replied that he passed over it "kinder lightly!"

My dear fellow teachers, look on that; and then look among your pupils and see if you can detect any family likeness. But why is this? Why with so much learning is there so little substantial gain? The reason of course is to be found in the fact that many pupils learn, not think; acquire, not reflect; hear, not digest. And a reason still prior to this may be in a faulty method on our part, in permitting pupils to take so cursory a view of things. We do not bring the same idea in contact with the mind again and again till the impression is indelible; or as would be naturally suggested by the caption of the article, we do not *review* enough. It is said of the German scholars that they read and re-read their primary books in the classics so thoroughly that they can almost repeat them from beginning to end, and as well nearly from end to beginning. The foundation thus laid in some sense gives character to the superstructure. And we understand the scholars of that people to excel those of most other nations. The secret of their success may in part lie here. And the Romans of old, indulging the same idea apparently, had a proverb like this, "Beware of a man of one book;" as if a man who understood but one book, must necessarily understand that well, and be an opponent in controversies upon one subject at least, not easily disposed of. May we not well profit by such suggestions, and learn to plant the footsteps of our progress a little more firmly, if it be a little more slowly? It is a homely proverb but true, "Work once well done, is twice done."

We can rejoice in the improvement which has been made in our system of schools since our grandfathers were children. But the improvement has in part been in appearance, and not all in fact. Our forefathers learned but a few things, but in some instances they learned them well. They had hardly as much bulk in their libraries as we have in the catalogues of ours. Their text books were few in number, and poor at that. Our fathers and mothers, blessed be their memories! circumnavigated the Assembly's Catachism and the spelling-book, and received a diploma! But now education has extended her field out of orthography and the catechism on every side. Geography has sent in her report from the great volcanoes and rivers and newly discovered continents of the globe, with leaves of evergreen from the tropics, and gleams of Northern light from the pole. Geology has sent up some of the original strata of the old world from the lowest depths of the earth, covered with scraps of antideluvian history; and Astronomy has sent down the burning stars from the highest heaven above, to make a grand entertainment for the modern pupil. But after all, this is not a true index of our progress. Allow us to repeat, the test of our improvement is not, how much we learn, but how well we learn.

As it was possible in the dream of the king of Egypt for the seven lean and ill-favored to eat up the seven fat kine; "and when they had eaten them up, it could not be known that they had eaten them," so one now-a-days may be ill-fed in a library, and to all intents and purposes uneducated amidst a profusion of books. Notice how well many of that generation, that is now passing away from the scenes of earth, learned the orthography of words in common use. This was done by incessant repetition, and perhaps was done at too great expense, but it was in many cases admirably done. See, too, how many a patriarch of three score and ten can question himself and reply, from "What is the chief end of man?" to the end of the catechism. The recurring Saturday mornings that were dedicated to the catechism for long years might have been more profitably spent, some will affirm; but who will dare say that a thorough knowledge even of the Primer was not better than the mess of hash that exists (where there is not a perfect vacuum,) in the minds of many scholars of later years, who know so much of Geography and Algebra and Physiology and Latin and French that they absolutely know nothing?

A few remarks by way of improvement will close this article. In the first place, it is a great favor that we have so many books and means in the modern school-room. There is not a globe or map, not a treatise upon Grammar, on Geography, even an indifferent one, but what we should be thankful for. At the same time our danger lies in the very fact that we have so many helps and so many things to learn. The aim of the good teacher is to produce concentration of thought; such a multiplicity of pursuits rather tends to distraction of thought and mental effort. Our pupils naturally and almost necessarily acquire the idea that going through books is the same as mastering books; that much learning and listening will supersede the necessity of much reflection. A fatal mistake this in matters of education.

Again, the schools of the present day are vastly superior to those of the past days of our commonwealth; but there is danger that the difference exists more in appearance than in fact. A good and greatly improved school-house is not nearly as important as a thorough teacher. "It cannot be too often repeated," says a French writer, "that it is the master that makes a school." All the apparatus in our State will not make amends for a want of diligent study and thought. The test by which we may try any school is this: Does it send forth well-disciplined pupils? If not, there is little that can be said in praise of it, whatever be its conveniences and endowments? In speaking, therefore, of the improvements of modern schools, we should learn not to look at the outward appearance merely, but try them by this rule.

And lastly, as there is a great multiplicity of books and studies, and a universal tendency among pupils to press forward, it is our duty as teachers to counteract these evil tendencies. We should often repeat to our pupils the motto that was carved on the top of Dr. Nettleton's staff: "Make haste slowly." If they press forward we must hold them back; if it seems to be their only ambition to get through the treatise, we must direct their attention to a few of its first principles, and firmly hold them to the work if they recoil. If they murmur, we must still be firm to our purpose; if they threaten to bring parental interference to their aid, we must respectfully decline the challenge, and conclude if parents have committed their offspring to our care, it is to be thoroughly disciplined. To accomplish this will require many of the best traits of the teacher. His views must be sound; his devices must be numerous. But we know of nothing that will tend more to thorough scholarship than frequent reviews. Let the work of to-day be reviewed to-morrow. Let the next day witness a repetition of all that has been learned before; at the close of the week re-examine its labors; replace any fragment that may have become loose; supply any deficiency that may exist; give your instructions with "line upon line, precept upon precept;" oblige your scholars to repeat and re-repeat what you think it important for them to know; ask your pupils and ask yourself how much they will remember after the lapse of ten years; build for the future; make every principle like a "nail in a sure place;" spend a large portion of time at the close of each term in a diligent re-examination of what has been learned during its weeks. Thus do, fellow teachers, and if we mistake not, the memorials of your labors, amidst all the cares and disturbing influences of future life, will remain, and

"Shine well where they stand."

DECISION.

The teacher should be a decided man. A hesitating policy is always a bad policy. "He that wavereth," saith the Scripture, "is like a wave of the sea, driven with the wind and tossed." It is rather too much to say that a decidedly bad policy is better than an unsteady good one. But we all admire a steady persistence in the path of right. And more than all we admire the man, who alone, as well as with a throng, can plant himself on a simple conviction of right, and then let the winds blow, and the storms descend, and the waters beat, and will neither flee nor bend, so long as there is an inch of soil beneath his feet.

The teacher needs this trait. His business is among other things to secure and maintain a high degree of scholarship. But those that wait at the posts of the doors of knowledge, if they would become good scholars, must first become patient and accurate learners. Every teacher knows this. Hence how pleasant to see in every recitation proofs of close application and ripening scholarship!

But oh! how often does the poor miserable drawl of the morning recitation seem to us like a mere caricature of the lesson: as if the pupils had already executed the lesson, and were now come to execute the teacher by compelling him to listen to it! It required great decision in the Roman general to say to the hesitating, rebellious Spaniards of old, as he drew a line around them with his spear, "Decide before you cross this line!" So it requires hardly less in the teacher to say, as sometimes he should, to this or that short-coming class, "Construe this lesson in the 'perfect tense' before you leave this room;" and then maintain the assertion, and inflexibly determine that what was poorly done in the morning, shall be well done before the setting sun.

Such a decided course as this might not rouse the hopelessly dull; nothing less than a power, that can "create a soul under the ribs of death" can do this; but it would certainly do what is next to it in difficulty; it would teach many of our hesitating, half-disciplined, heedless pupils,—and their name is legion,—one useful lesson, namely, that *a few things can be well learned;* and the corner-stone thus laid, we know not what sort of superstructure perseverance might not raise upon this foundation.

And then in maintaining government, how much need of a steady hand! We may almost say, that he that governs well, teaches well. At least we might as reasonably expect, that the music of the spheres would ring out from the elements in chaos, as that progress and mental discipline will result from the exercises of an ill-governed school-room. "Order is heaven's first law." Now it makes little difference whether it be a cradle or a kingdom; the occupants will soon learn whether he who holds the reins, is of a vacillating, compromising spirit, or of that decided temper, that will simply utter its directions, and then let the sky fall before he can be driven from his purpose.

How often does it happen in the little Republic that we govern, that some bold adventurer makes an assault against the restrictions of right; and all the spirits of evil are watching to see if the barrier trembles under the violence of the assault. In such a crisis, how important, not necessarily a majestic look, or great bodily presence, or great physical power, but a simple, decided spirit, that will calmly say to the assailant, "You can come into these chambers of peace with your outlawry and rebellion, if you will; but it must be over my body." With a different spirit all is lost. But if the governor stands up in his manhood, and shows that he will be trampled to the earth, before one jot or tittle of his purpose shall fail, the waves of assault sink away, order is restored and law is triumphant.

Thus in the work of instruction and in maintaining government, the teacher, more than most men, needs a firm, decided spirit.

BOOKKEEPING.

"Every one therefore should be taught accounts."—*The School Master.*

Is our education sufficiently practical? Do the influences of the school-room affect favorably the manners and successes of future life? Will Rome enjoy the services of better men in consequence of our efforts? Without doubt it will be so; at the same time it is, alas! too plainly true, that much of our labor tends to nothing. The impressions we make are frequently evanescent; we are in too great haste to engrave deeply; consequently the lapse of time and attention to other concerns wash away every trace of our work like a name in the sand. And then much of our teaching, it must be confessed, is not worth remembering. Mere rules, of which the reason is not perceived; processes recommended only in that they lead to a given result; phraseologies unilluminated by the living sense, are scarcely worthy the space they occupy. When reason begins to claim her share in the work, and teach us to think as well as learn, such acquisitions are frequently regarded as of little worth; having the reason, we may well care less for the rule. The words and forms do not lose all their value, it is true; but when the Christian has found his Lord, he certainly cares less for the crucifix and wafer.

And then it is to be feared that much of our instruction is unpractical; it does not assimilate easily with the wants of future life. A lad might study grammar till he is old enough to vote, and sit on a jury, and still murder a rule of English in every sentence; he may study geography till one would suppose he could gauge the Atlantic, and still not know exactly what ocean lies west of Europe; all teachers know that such cases occur repeatedly; and clipping the hyperbole a little, this is not a bad illustration of what in many cases the education of the school room does for the practical man at the counter and anvil and plough. Hence we infer that we ought to seek to render education practical; we ought to select practical studies; and not only that, but give to them all a practical turn. Physiology is good; but it is of little use to teach a child that he has four chambers in his heart, or exactly how many pints of air his lungs will hold, and not authoritatively tell him, that stove air and close rooms and soft beds and easy chairs will soon lull him to sleep in a consumptive's grave. Grammar is good; but it is obviously of no use to teach it, if the lad is to declare independence of every rule of Murray as soon as he becomes a man. Spelling is indispensable; but after all, it is to no profit, if it is conducted in such a way, that when the pupil takes his pen *to write*, he abuses and exasperates orthography in every line.

Now it is possible that we have not the skill and energy to introduce the needed change here; but if so, let us not "love darkness rather than light;" let us all pray for some second Luther to give us the wished-for reformation. We saw it stated in a late number of this paper, that on a recent occasion "the Rev. Hubbard Winslow, a member of the School Committee of Boston, being called upon to state his opinion, said that he thought that a child might save two years of his life by the use of the Phonetic Alphabet;" and Mr. Secretary Walker, applying the multiplication table to this fact, together with the number of children in our Commonwealth, found that each generation might save 400,000 years by this reform! We are hardly ready to give our opinion upon this point; but we do know that far more than this would be saved, if every hour of study and every exercise in the recitation room could be made to send forward a wave of influence into the channels of future business and taste and success.

Considerations like these have suggested the subject of this article to us. The much esteemed author of the School Master, in the treatise from which our motto is taken, has the following just ideas. "This study has been greatly neglected. It seems almost absurd to spend so much time as is usually devoted to Arithmetic, and especially to the subject of Interest, in preparation for the management of accounts, and yet not to teach the very thing for which all this preparation is made."

"Many parts of Arithmetic commonly taught at school are to most persons matters of mere curiosity. It is very well to learn them if there be time enough; but to omit them would be no serious loss. While a knowledge of accounts is necessary to every person who is likely ever to have property of his own or the management of the property of another."

"It is necessary to thrift, to economy, to justice. Every one should therefore be taught accounts; and every teacher should be prepared to explain such modes of keeping them as are best suited to the probable future condition of his pupils."

And we have heard it stated by persons of high authority, that nine-tenths of the failures in business that occur among mechanics, arise from ignorance or neglect of this matter. Shall not every school-boy therefore be taught accounts? Is it not as well for him to know how to write a Promissory Note, as to know the breadth of the Pacific Ocean? Is not every person far more interested in having a neat "leger," than in being able to calculate an eclipse? Which is the more important for the mechanic and the man, to be conversant with the figures of rhetoric, or to be able to make out a respectable bill of goods or work?

In pursuing this study the simplest way is the best way. It is of little use to adopt any of the various text-books furnished by the bookseller; they are all good enough for aught we know. So a treatise upon penmaking might be good enough; but a more excellent way would be to take right hold, and show the child how the thing is done. It profits little to copy accounts and transcribe bills and orders and notes. Such helps help too much. It is far better to call your class around you and tell them that you have sold to John Smith a barrel of flour, and ask them as your clerks, or as if they were transacting business of their own, to write it down in their day-book. If they do it well, so far they are good book-keepers; if they do not do it well, (as probably they will not),—if they have not learned that "Dr." stands for anything but Doctor, then show them; if they are careless in their choice of prepositions, and write "Dr. *by*," when they should write "Dr. *to*," here will be a call for your correcting hand again. We venture to say that a familiar acquaintance with these points even, will be quite as valuable to the future men, as to know what cape forms the southern point o Africa.

Multiply similar items; say now that you have sold; now bought; now borrowed; now lent; then transacted, not with Cicero, Cæsar, and George Wallace, men whom they never saw; but with those whom they know, their mates, one another. Do not give them "100 hhds. W. I. molasses, each 90 galls. @ 29;" that is too much to swallow at once; but rather, if they be small lads, try their skill with a "fish-hook," and then with a "knife," and now with a "book:" things that it will make a boy's eyes round to have. Thus adapt your transactions to the circumstances of the case. When they have learned this and can make day-book entries suitably, then let them make a leger and "post" into that; and you will soon see what need there is of attention to these things.

It is far better that these simple things should be learned in the school-room, than amid the cares and necessities of business, when perhaps a "firm" may be obliged to go into bankruptcy in consequence of a few luckless mistakes and omissions. You will not be confined to one form; every man has a method of keeping his books in some respects peculiar to himself; but a familiar acquaintance with one form is far better than a glance at several. The boys that are to be merchants, will some of them need Double Entry; but ninety-nine hundredths of the lads, who are now carrying their school-books over the hills of Massachusetts, need nothing but the simplest form of accounts. If your pupils are to be farmers, teach them how to open an account with a piece of ground, and keep debt and credit; as you will find excellent directions for doing in the treatise already referred to, which is to be found in every school district in this State. But allow us to add, what you attempt to teach your pupils, by frequent repetition teach them well.

But it was not merely to Bookkeeping, strictly so called, that we designed to invite attention. That of itself is sufficient to call for this article. But there are kindred matters, important to every future citizen, that seem to invite us on.

The abbreviations used by business men, as cwt., lb., oz., M., @, and the like, will not fail to engage your attention. And then most intimately connected with this subject, are the various mercantile forms that meet us at every turn in our business. It will be a just reproach to the teacher if the pupil hereafter when obliged to borrow money, is unable to write a Promissory Note. He will hardly have passed through the first act in his business before he will need an Order for money or goods, and then a Due-bill, and perhaps a Draft on some bank; and so on through all our pecuniary concerns in future life. Will not the Commonwealth thank you if you make her sons and even daughters familiar with these things? You may not be able to make this a regular exercise in every school; but how much might be done by an occasional attention to it, as on Wednesday afternoon or Saturday morning. If you are filled with a sense of the importance of attending to this matter, we doubt not you will find a method. "When there is a will, there is a way."

And then further back on the high ground, where book-makers for schools have not yet travelled, is another region, which after all is scarcely farther removed from the matters of our everyday concerns, than the affairs spoken of in the last paragraph. We refer here to such topics as the phraseology of notes, what the words "or order," "for value received," and similar expressions mean. Here is a vast field; a book might be writen upon the form and import and legal construction of various kinds of Notes. And adjoining this is the subject of Bank-bills; who would not like to know the whole history of these? how large a portion of its stock a bank may issue in bills? what restrictions are laid by statute upon the denomination of those bills? From bank-bills the transition is easy to the subject of Legal Tender, which with the Indians of our own shores was "wampum," among the African nations is gold dust and slaves, and with us and most enlightened nations, is gold and silver, and, to some extent, copper. How few boys (or men) know exactly what kind of money they may claim in payment of a debt. The persons who are even tolerably familiar with these things form one of the smallest classes in community.

Passing from this shall not our future farmers and mechanics and representatives know something of Deeds? Almost every acre of Massachusetts, from the pommel of Saddle Mountain to the borders of the sea, is held by its present proprietors, directly or indirectly, simply by a Deed. How much there is of absorbing interest connected with this instrument, with its formalities and seals and witnesses! This is not all the property of lawyers, any more than Captain Cook's death, and who first circumnavigated the globe, are all the property of historians; it is matter interesting to all.

And, reader, if you will allow us to venture one step farther from the common beaten track, we suggest that the future men of our State might properly know something respecting the Descent of Property; from Deeds to Wills the step is short. How much property is diverted from the intention of the holder by a neglect of this matter! How few young people know the difference even between an Executor and Administrator. Would not a little instruction with regard to these topics be both interesting and useful? Who can make a valid will? What is necessary to constitute such an instrument? How many witnesses are required? Who can validly make a nuncupative will, and the like? And a person familiar with these things would naturally be interested to know what disposal is made of the property of Intestates; here a most interesting portion of the field opens before us again. Said one of the ancient philosophers, when asked, What shall this child learn?—"Let him learn what will be useful to him when he becomes a man." Guided by this rule we judge that few topics commend themselves so much to the future citizens of our State.

We know it will be said that most of these topics are higher branches, above the ordinary routine of our labors; they do indeed, as it were, lie on the hills that overlook the low grounds where we expend most of our toil; but can we not bring a cooling spring from some of these highlands to quench our thirst, and lay the dust while we dig? It will also be said that teachers do not understand these things. Very true; but, teachers, let us put ourselves to the work, and seek to understand anything and everything that is needful to be known. It is true this is some of it new ground, and we have few text-books to guide us; but we can be ourselves the text-books and teachers. We have many under our care who would delight to hear from our own lips, any facts we may have acquired; and thus a manifold advantage would be secured. We should be ourselves greatly benefited by gathering and communicating the information; our pupils would without doubt be interested, and they would in the meantime acquire the faculty, most desirable to possess, of catching instruction, as it falls from living lips, and by the process of mental digestion making it their own.

If it were known that we need text-books to aid us here, they would soon be supplied. Indeed we feel a little fearful about invoking the aid of authors, at present, lest what is now felt to be a want, should too soon be exchanged for an unpleasant abundance! We shall seem to some to have wandered somewhat in these remarks; but the several topics are connected by a common bond. Our aim has been to set forth this idea: that what the pupil needs to qualify him for the business of future life, he may well be encouraged to acquire in the school-room. It is true it is not our business to educate men for any particular profession; these are things which they need in any and every profession.

We say farther and with particular emphasis, that such things are not to be learned at the expense of sound and thorough discipline; by no means. That is the great end of all intellectual training. For this we must ever rely mainly upon the severer branches. We wish to have no pupil in school-room who is not attending to one mathematical branch. Says Lord Bacon, "If a man's wits be wandering, let him study the mathematics." But it is our business not merely to strengthen the mind, but also in some sense to furnish it. Hence the pupil attends to many ornamental and practical branches, and learns much Geography and Grammar and History, which tend rather to fill the mind than to consolidate it.

Let no one say, that these suggestions will tend only to increase the multiplicity of studies, already too great. We say rather, let this multiplicity be still farther multiplied; we rejoice to see any new subject proposed for schools, if it be nothing more than a treatise on bugs; it is delightful that we have so much to learn. From this multiplicity let us select those pursuits which are the most practical and important. If a fair day-book entry is more intimately connected with the success of future life, than a knowledge of the "salivary glands," then let us call attention to the former. If a knowledge of the necessity of a "seal" on a Deed is of more practical importance to a young man, than the exact situation of New Holland, then let us, if necessary, omit the second and learn the first; at least let this principle guide us in directing the studies of our flock.

Then, teacher, will you not think more of Bookkeeping and its kindred topics in your future labors?

MORAL INSTRUCTION.

"Speak to this young man."—*The Divine Word.*

THE subject of moral instruction has already been alluded to in these pages. Its importance cannot be over-estimated. We beg leave to call the reader's attention to it again in a few brief remarks. If we believe that the subject of religion is unspeakably important, we shall heed the words of our motto, and speak to this and that young man and woman, of concerns that are transcendently more important than the teachings of all earthly science. It is the declaration of the poet, in harmony with all scripture,

> "Through various parts our glorious story runs;
> Time gives the preface,"

and only the preface. If we believe this; if we assent to the truth that each pupil is to live "coëval with the sun," we cannot consistently do all for discipline, and nothing for virtue; all for time, and nothing for eternity; all for earth, and nothing for heaven. Indeed if we scorn the "call to be blest" ourselves, a common benevolence could hardly permit us to be silent when such vast interests are at stake. It is true the force of habit and a long indulgence in the impressions of earth have rendered us insensible to these considerations; but without doubt, the spirit of the humblest pupil is of greater moment than a system of worlds. It may shine now, if it shines at all, with a dim and varying brilliancy; but it will shine on nevertheless, till the very stars have burned down in their sockets. It will be more than "coëval with the sun"; for when the sun has marched down in the west to the notes of the last evening hymn to rise no more, that spirit will be just outfitting for a revolution that shall never end.

Then, teacher, if thou hast slumbered on till now over these considerations, let us seek to rouse thee from thy sleep. You call the attention of your pupils at this season of the year to the appearances of new life and the upspringing flowers; will you not sometimes tell them of those immortal realms where

"everlasting Spring abides,
And never-fading flowers?"

You tell your pupils of the seas and continents of earth and its inhabitants; oh! tell them sometimes of that "fair distant land," where the nations "shall hunger no more, neither thirst any more." For your illustrations of Astronomy you point to these lower skies, with their stars and sun; oh! sometimes point to that more glorious firmament, where the sun shall never go down, and the tempest never blow. "Speak to this young man;" press upon his attention the claims of his future life; ask him, while he is learning the languages of earth, if he will not begin to conjugate some of the divine forms of "the language of Canaan." Perform these labors in faith and zeal and hope, and your prospect of success is certain; your reward will be abundant.

Embark, then, in this new undertaking; invest some of thy future interest and care and labor in this divine scheme; lay hold of this work with a faith that knows that something may be accomplished with God's help; seek in every one of your pupils to "raise a mortal to the skies." Your opportunities for labor in this sphere are abundant; your encouragement is great. Go to this pupil then, and that, and tell them as the Bible tells you, that they are lost by nature, but may be saved by grace; tell them that they are now wandering on the bleak hills of life in ruin; but if they will make the needful preparation now, they may take up the song of praise on the Delectable Mountains in the better land by and by. Make this a part of your work every day, invigorating all your efforts with prayer; and we doubt not your solicitations, "enforced by mighty grace," will induce many of your pupils to

"Turn from every mortal charm,
A Saviour's voice to hear."

"Unity in design and perseverance and boldness in pursuit have never wanted resources, and never will."—*Burke.*

GIVING.

BY GEORGE H. CALVERT.

Give! give!
The Sun gives ever, so the Earth,
What it can give; so much 'tis worth.
The Ocean gives in many ways,
Gives paths, gives fishes, rivers, bays;
So too the Air; it gives us breath;
When it stops giving, in comes Death.
Give, give, be always giving;
Who gives nothing is not living.
The more we give,
The more we live!

God's love hath in us wealth upheaped;
Only by giving is it reaped;
The body withers, and the mind,
If pent in by a selfish rind.
Give strength, give thought, give deeds, give pelf,
Give love, give tears, and give thyself;
Give, give, be always giving;
Who gives nothing is not living.
The more we give,
The more we live!

KEEP COOL.

BY GEORGE W. LIGHT.

Are your matters all awry?
Keep cool;
But consider well the reason;
If you are but right yourself,
Things will come right in their season.
Keep cool!

Though your case be desperate,
Keep cool;
Desperate evils may be cured;
They cannot withstand a Man;
What have not true men endured?
Keep cool!

Has a villain cheated you?
Keep cool.
He 's the loser, don't despair.
Now your eye-teeth have been cut,
Keep your temper; give and bear.
Keep cool!

Has a maiden proved unkind?
Keep cool.
If you'd have your heart's desire,
Teach young Cupid's golden bow
You can stand its keenest fire.
Keep cool!

Can you not reform the world?
Keep cool.
Be sure one thing you can do,
Give a brave heart to the work;
Heaven wants no more of you.
Keep cool!

CRAYONS.

Almost every school-room in our Commonwealth is provided with blackboards. On ~~these thousands of~~ blackboards, chalk is almost universally employed. There are many objections to the use of chalk, not the least of which is, that after a problem is performed, the fingers and clothing are of a *dirty white* color. We have known many pupils who seemed averse to being "up to the chalk" for no other reason. Crayons are far preferable. Could they be generally employed, it would be a favor done to some delicate hands, not to say a large amount of wearing apparel. White crayons may be made simply of Paris White, or Spanish White, which is nearly the same thing, and wheat flour and water. The correct proportions are five pounds of Paris White, one pound of flour, and sufficient water to make a dough of these materials, hard enough not to crumble, and soft enough to roll. Pellets of this are then rolled out into cylinders about the size of a pipe stem, and laid away in a warm place, or in the sun, to dry; the drying will generally require from twelve to twenty-four hours. The process of rolling may be performed upon a table, or any flat board. This process will be expedited somewhat, and the crayons be of a more equal size, if a rolling-board is employed; which is simply a strip of board, say a foot in length, and eight or ten inches in width, with a handle on top, and with edges a third of an inch in thickness upraised on the side of the lower surface, on which it may slide back and forth, as the crayons are rolled. With an apparatus simple as this, crayons may be made with great rapidity and cheapness. Every school has some lad of skill enough to manufacture them with ease. The expense is scarcely greater than that of chalk, and much less than that of chalk sawn into prisms, which some employ.

POSITION OF TEACHERS.

The following interesting extract is taken from the Address of Prof. Sanborn, of Dartmouth College, before the Merrimack Normal Institute:

"In past ages, the office of teacher has been undervalued. He has oftener been made the theme of ridicule than of commendation. He has been the dependent and creature of nobles, the parasite and flatterer of the rich. This has been less the fault of contemporaries than of teachers themselves; for the mind that is born to rule can never be made to serve. When Diogenes was exposed in the slave-market, and interrogated respecting his qualifications for service, he replied that 'he could command men,' and bade the herald inquire if any one present wanted a master. After becoming the slave of Xeniades, he informed his owner that he expected the same obedience to be paid to him as men yield to a pilot or a physician. This claim he made good; for, by his fidelity and skill in teaching the children of his purchaser, he became, literally, the master of the household. 'He grew old in the family, and they performed for him the rites of sepulture.' What Diogenes was, in the house of the rich Corinthian, many a pedagogue was, undoubtedly, found to be, in other parts of Greece; but the majority of them were corrupt and unfit to be the guides and tutors of youth. Many of the writers of antiquity represent the pedagogues of Greece as the vilest and meanest of slaves, whose guardianship, when they chanced to be morose and harsh, was odious to their wards; and, when they were partial and indulgent, was pernicious and demoralizing. They are often satirized by moralists and ridiculed by dramatists. In the common warfare which ancient literati have waged against these servile drudges, they have, no doubt, been unduly disparaged. Plato, in his ideal republic, shows his distrust of their integrity, by subjecting them to the rigid supervision of inspectors, and allowing every citizen to punish their delinquencies. The pedagogue was not so much the teacher of literature as the guardian, protector and counsellor of his pupils. The didaskalos taught music, which included all those branches sacred to the Muses; and the gymnasiarch attended to the education of the physical powers.

"The discipline of both these classes of teachers was severe. Aristophanes has given us a picture of the 'good old times' before the introduction of the effeminacy and luxury of his own age:

"Now will I sketch the ancient plan of training,
When justice was in vogue and wisdom flourished.
First, modesty restrained the youthful voice

So that no brawl was heard. In order ranged
The boys from all the neighborhood appeared,
Marching to school, naked, though down the sky
Tumbled the flaky snow like flour from sieve.
Arrived and seated wide apart, the master
First taught them how to chaunt Athena's praise,
'Pallas unconquered, stormer of cities!' or
'Shout far resounding' in the self-same notes
Their fathers learned. And if through mere conceit
Some innovation-hunter strained his throat
With scurril lays mincing and quavering,
Like any Siphnian or Chian fop—
As is too much the fashion since that Phrynis
Brought o'er Ionian airs—quickly the scourge
Rained on his shoulders blows like hail as one
Plotting the Muses' downfall. In the Palaestra
Custom required them decently to sit,
Decent to rise, smoothing the sandy floor
Lest any traces of their form should linger
Unsightly on the dust. When in the bath,
Grave was their manner, their behavior chaste."

"Obedience to law was carefully inculcated in all Greece. Masters were armed with power to coerce the stubborn and reduce the refractory to submission. Accordingly, the teachers and gymnasts punished, with stripes, the slightest exhibition of perverseness or indocility. The boys of Hellas needed a tight rein in government. They were artful and mischievous to such a degree that Plato considers 'boys, of all wild beasts, the most audacious, plotting, fierce and intractable.' Though the teacher's power was unlimited, his honor was stinted. The Grecian didaskaloi did not hold a high rank in Athenian society, and their office was regarded as rather servile than liberal, till Socrates, Plato and Aristotle reflected upon this humble profession, the light of their own supereminent glory. Under the Roman republic, education was chiefly domestic. It was superintended by the parents. In many instances, noble matrons, like Cornelia, the mother of the Gracchi, devoted themselves to the education of their sons. The State established no system of education. Private schools existed, both for boys and girls; but history says nothing of their character or influence. Under the emperors, a system of education, similar to that of the Greeks, was introduced, and public schools were established. Even under State patronage, the professors did not attain to an elevated social position. They were sometimes treated with base ingratitude, and often with contempt and ridicule. Tacitus complains of the low state of education in his day. 'The child,' says the historian, 'is given in charge to a female Grecian slave, with whom a male slave, who is fit for nothing else, is associated; and by them the tender mind of the child is immediately crammed with idle tales and divers errors;

and these slaves, moreover, indulge themselves, in the presence of the child, in everything that is calculated to make bad impressions.' The parents were equally shameless in their own examples. Children, in that age, appear to have been educated for show and not for utility. That knowledge of the world which makes men cunning, was more sought than that intellectual and moral culture which makes them wise and good. Indeed, we know but little of the schools of antiquity. Sages, moralists and historians have written of everything else but education. They have honored all arts except that one on which the success of every other depends. Of all the treasures of ancient lore which have come down to us, how meagre and unsatisfactory is the department of education! Would this result have followed if teachers had been an honor to their profession, and had left the impress of their minds and hearts upon their own age? The works of Cicero and Quintilian still live and are still prized. Had such men been as numerous as were Roman knights or senators, their writings, too, would have escaped 'decay's effacing fingers.' That which is truly valuable, men will not willingly let die. English literature has no department appropriated to education. Till within the last quarter of a century, teachers were scarcely alluded to, by English authors, except by way of disparagement and ridicule. Milton's letter to Master Hartlib is valued, not for its intrinsic excellence, but on account of the exalted eminence of its author. To his contemporaries it was 'as the stars which give light because they are so high.' Johnson, in his 'Lives of the Poets,' apologizes for Milton because he once taught a school for boys, 'an act,' the great moralist condescends to add, 'which no wise man will consider, as in itself, disgraceful.' Locke's 'Thoughts on Education' have been almost overlooked by the reading public, while his 'Essay on the Human Understanding,' which is far less valuable, has been made a text-book both in the universities of England and America. Cowper, from the outflowings of his generous heart, commiserates the condition of private tutors in his day, and earnestly pleads for their promotion:

'Doom him not, then, to solitary meals,
But recollect that he has sense, and feels;—
His post not mean, his talents not unknown,
He deems it hard to vegetate alone.
And if admitted at thy board to sit,
Account him no just mark for idle wit;
Offend him not, whom modesty restrains
From repartee, with jokes that he disdains;
Much less transfix his feelings with an oath,
Nor frown, unless he vanish with the cloth.'

"Out of the Universities, the position of teachers, at this day, in England, is by no means elevated. The educators of the common mind are regarded, by nobles and statesmen, as useful public servants, but by people of fashion, as harmless drudges. There is a reason for this; for, it is said that the portraits of Old Squeers and Creakle are true to nature; and that many a living teacher might sit as the original of either. If the satirical description of the novelist really possesses more truth than poetry, the humble position of English teachers is no longer a matter of astonishment. Says Leigh Hunt, in his Autobiography: 'Tyrannical schoolmasters, nowadays, are to be found, perhaps, exclusively in such inferior schools as those described, with such masterly and indignant edification, by my friend, Charles Dickens; but they formerly seem to have abounded in all; and masters as well as boys have escaped the chance of many bitter reflections, since a wiser and more generous intercourse has come up between them.' Coleridge said of his master, when he died: 'It was lucky that the cherubim, who took him to Heaven, were nothing but faces and wings, or he would, infallibly, have flogged them by the way.'

"Christ-Hospital, in London, is one of the oldest and most respectable of the English foundations for charitable education. It usually supports a thousand pupils in its various departments. It is the foster-mother of the middle classes in England. Some of the brightest ornaments of English literature have been trained there. Coleridge, Lamb, Hunt, and Mitchell were, at one time, connected with it. In this school, says Leigh Hunt, 'A boy might arrive at the age of fifteen, in the Grammar school, and not know his multiplication table; which was the case with myself.' And he adds, at the age of seventy, 'nor do I know it to this day.' 'Few of us,' says the same author, 'cared for any of the books that were taught, and no pains were taken to make us do so. The boys had no helps to information, bad or good.' It seems that the whole routine was lifeless and formal, and the government arbitrary and sometimes partial. From what we know of the system of 'fagging and flogging,' in the more aristocratic colleges of Eton, Winchester, and Harrow, we may infer that the spirit of the dark ages still bears sway in those ancient seats of learning. The high-souled Arnold saw and lamented these deficiencies in English schools. He planned and executed some radical reforms at Rugby. He was the animating and informing spirit of that school. Like Atlas, he bore the whole literary firmament upon his own shoulders. He determined to make Rugby a true Christian school, and he succeeded. 'I cannot remain here,' said he to his pupils, during a period of excitement, 'if all is to be carried on by constraint and force; if I am to be here as a jailer I will resign my office at once.' 'It is not necessary that this school should be a school of three hundred, or one hundred, or of fifty boys; but it *is* necessary that it should be a school of Christian gentlemen.' Here spoke the moral hero. That man reflected honor upon his profession. A few men like him would forever obliterate the reproach that attaches to the name of pedagogue. When he assumed the duties of a schoolmaster, many of his friends lamented that one so well fitted for a statesman, should be employed in teaching boys. He chose his profession from an ardent love of tuition. He entered upon its duties with a zeal and energy which knew no goal but success. The history of his life is worth more to the world than the history of a thousand campaigns.

"In our own country, the office of a teacher has ever received more respect than in other lands. Among the first colonists of Massachusetts and Connecticut were many learned and pious men, who early devoted themselves to the establishment of free schools and free churches in New England. Their learning and piety commanded the respect of our fathers. Many of them had been trained in the cloisters of Cambridge and Oxford, and united the learning of the scholar with the zeal of the martyr. Such men could not be overlooked or despised. In those days, learning and piety were passports to stations of honor and trust. That primitive reverence for the wise and good, which characterized our fathers, has not yet become extinct. The pulpit has lost none of its power, when it is filled by men whose ardent piety and sound learning render them eminently fit for their station. The teacher whose intelligence and virtue make him worthy of the public confidence, never fails of success. No man can reasonably expect the confidence and respect of his fellow-citizens, who does not love his profession. 'The misery of private tuition,' says Arnold, 'seems to me to consist in this, that men enter on it as a means of some further end; are always impatient for the time when they may lay it aside; whereas, if you enter upon it heartily, as your life's business, as a man enters upon any other profession, you are not then in danger of grudging every hour you give to it, and thinking of how much privacy and how much society it is robbing you; but you take to it as a matter of course, making it your material occupation, and devote your time to it, and then you find it is in itself full of interest, and keeps life's current fresh and wholesome, by bringing you in such perpetual contact with all the springs of youthful liveliness.' This devotion to professional duties was the secret of Arnold's eminent usefulness. He communicated his interest to his pupils. He gave an intense earnestness to scholastic life. Every pupil was made to feel that he had a work to do, and that his own happiness depended upon doing it well. The responsibilities of coming life were brought to bear upon the preparatory course. 'Hence,' says one of his pupils, 'an indescribable zest was communicated to a young man's feelings about life; a strange joy came over him on discovering that he had the means of being useful, and thus of being happy; and a deep respect and ardent attachment sprung up towards him who had taught him thus to value life and his own self, and his work and mission in this world.' Such earnestness should characterize every teacher."

BLACKBOARDS.

Pupils cannot well be accustomed to the use of the blackboard too early. As has been intimated elsewhere in this Number, every school-room should be supplied with one, and better, if with several. If any teacher, who reads these lines, enters the scene of his future labors, and finds it without such a convenience, he should appeal at once to the "Committee on ways and means," and have the want supplied. But such an appeal is not always complied with. It has been the writer's fortune several times to enter upon his labors, where there were no conveniences of this kind. In such cases the teacher should be able to manufacture his own apparatus; and it will be well for his school, if this ability does not stop with the blackboard. Many teachers to whom this paper pays its monthly visit, may be in as needy circumstances as the writer once was; if so, these words cannot but be acceptable. If blackboards are made upon plastering, the lampblack should be mingled with the mortar, as all masons ought to know. Even then an additional covering of black will often be desirable. But black paint, mixed in oil, should not be employed on such surfaces. A better and far more expeditious paint is made by simply mixing lampblack with a very thin solution of glue in water, which with the painters would pass by the name of *size.* An oil paint frequently gives great trouble by the length of time consumed in drying; whereas this species of covering will dry as soon as put on. Such a surface is very easily restored to its original state, simply by rubbing it with a wet cloth. The same species of paint will do for any kind of wall, or board. Thus any teacher can with great ease prepare boards for his own use. No precise rule need be given for mixing the ingredients above named. In one quart of water, containing two ounces of glue thoroughly dissolved, stir in quarter of an ounce of lampblack, and you have paint enough to cover the walls of any ordinary room.

"Self-love is not so vile a sin as self-neglecting."

HAMPDEN CO. TEACHERS' ASSOCIATION.

THIS Association held its eleventh semiannual meeting on the *Hill*, in Springfield, April 30th and May 1st, 1852, the President, Mr. P. B. Strong, in the chair.

About seventy teachers, ladies and gentlemen, assembled, and spent the larger part of two days in listening to able lectures, discussing important professional topics, and "cultivating the social affections."

The lecture of Mr. L. Scott, of Springfield, on Friday afternoon, was full of excellent suggestions, and well received by the Association. It was discussed at length by Messrs. Parish, Rowe, Hammond, Case and Hutchins.

In the evening, Rev. R. H. Seeley, of Springfield, delivered a lecture on the "Teacher's Work and Rewards." This was a production of much beauty and truthfulness, and was listened to by a highly gratified, though not crowded audience. We are sure that every teacher's heart grew warm within him, as the reverend gentleman proceeded in his striking delineations of the greatness of the teacher's work, and the blessedness of his rewards. These rewards, however, are of a kind to fill the heart, not the mouth or the pocket.

A protracted and earnest discussion followed on the subject of irregular attendance, in which Messrs. Barrows, Mitchell, Parish and Goldthwait participated. *This is felt to be the greatest drawback on the teacher's success.* In many of our schools, not more than seventy-five out of a hundred members are present daily. Every one of these absences increases the labor of the teacher, and also the labor and difficulties of the pupil, while it detracts from the success of both. Irregularity is fatally ruinous to scholarship, and parents ought to know it.

Saturday morning, at 10'clock, Mr. M. P. Case, of the Ladies' High School, Newburyport, delivered a lecture on the "Teacher's Calling." This was a production of rare merit, combining with a vast amount of practical instruction, an entertaining style and a high literary finish. It was worthy a schoolmaster, a scholar, and a man. The lecture was discussed by Messrs, Goldthwait, Scott and Keach. Arrangements were made to establish a manuscript paper, and five female teachers were appointed to edit it. Mr. G. H. Loomis presented this subject, urging with great force the necessity of enlisting the coöperation of our female friends, if we would revive and sustain the interests of our Association. The meeting was a profitable one, and it is to be regretted that it was not more fully attended. It seems to us that our county, containing four hundred teachers, sixty Committee men, and thousands of parents, ought to have sent more than seventy to a meeting held solely to promote the interests of common school education.

Voted, To petition the Board of Education for an Institute during the year. WM. W. MITCHELL, *Sec'y.*

THE BERKSHIRE COUNTY TEACHERS' ASSOCIATION

HELD its fourth Annual Meeting at South Adams, March 18 and 19.

Two o'clock, P. M. Rev. John Hotchkin, Principal of Lenox Academy for quarter of a century, one of the Vice-Presidents, took the chair. Prayer was offered by Rev. J. T. Smith, of Hinsdale.

Linus D. Bishop, Esq., Principal of Great Barrington Academy, gave an interesting opening lecture. Subject,—" The Schoolmaster."

The following officers for the ensuing year were then elected: Rev. Lemuel Porter, President; eighteen Vice Presidents; Jonathan Tenney, Pittsfield, Secretary and Treasurer; Jonathan Tenney, Rev. Samuel Harris, Henry Clark, Wellington H. Tyler, Henry M. Pierson, Counsellors.

The first topic of discussion,—" The District School System as an obstacle in the way of the Progress of Popular Education," was discussed by Rev. Messrs. Porter, Hotchkin, Smith, and Greene. Mr. Tenney moved the following:—" Resolved, That we believe that the cause of Popular Education would be promoted by the abolition of School Districts, and the committing of all the prudential and other affairs of public instruction to the general School Committee of the town, if made up of competent men." Seconded by Rev. Mr. Dana, and passed unanimously.

Evening, half past six o'clock. Prof. John Tatlock, of Williams College, one of the most common-sense, whole-hearted men, and best teachers in our State, addressed the Association in his own peculiar manner, with words that must long be remembered for good, on " The Character of Mind, and the Adaptation of Influences to its best Developement."

Friday morning, eight o'clock. Prayer by Rev. Mr. Knight, of Peru. Prize essays were read by the Secretary. The stated meetings of the Association were voted to be held on the third Thursdays of March and September, and the next meeting was appointed to be held at Lenox.

Nine o'clock. Second topic,—" The Teachers Schemes for exciting and keeping up an Interest among his Scholars," was discussed, with much spirit, by Messrs. A. B. Whipple, N. W. Ayer, I. Holman, Prof. Tatlock, and Dr. Reed.

At ten o'clock, assigned to general topics, the hour was spent chiefly in discussing "Modes of Teaching Geography," by Messrs. J. Knight, Dr. Reed, Prof. Tatlock, Tenney, Waterman, and Rev. Messrs. Dr. Humphrey, Crawford, Dana, and Knight.

At eleven o'clock, the Committee on Text Books, consisting of Messrs. Humphrey, Tenney, Reed, and Tyler, reported, recommending the following Text Books for use in the schools of the county, with their reasons for the same, viz.:—

1. Spelling,—McElligott's Young Analyzer, and Analytical Manual.
2. Reading,—Swan's Series, complete.
3. Arithmetic,—Greenleaf's Series, and F. A. Adams's Arithmetic.
4. Grammar,—Greene's First Book, and Analysis, and Spencer's Grammar.
5. Geography,—Mitchell's Series, complete, with Outline Maps.
6. History,—Parley's First and Second Books,—C. A. Goodrich's United States History.
7. Physiology,—Cutter's, and Lambert's, with Charts.
8. Miss Hall's Manual of Morals.
9. Shutleff's Governmental Instructor.

The Report was accepted, ordered to be published in the pamphlet minutes, and thanks were voted to the Committee.

Two o'clock, P. M. Rev. Mr. Dana opened discussion of the assigned topic, "Duties of Parents and Citizens to Public Schools and Public Teachers," by showing in a graphic manner how it is *usually* done. Rev. Mr. Hotchkin compared the offices of the Teacher and Preacher, both of which he has held honorably for long years; could hardly decide which was the more important to human weal; urged that both needed and deserved the cordial sympathy and hearty coöperation of the wise and good. Rev. Mr. Greene thought that people showed more interest in their sheep and cattle in farm-yards and pastures, than in their children in the school-house, if their conduct is any criterion of judging. Mr. Waterman regretted that school supervision was left by parents so exclusively to School Committees. Mr. Patrick execrated the common sentiment, that wealth must be preferred to wisdom, as shown in the appropriations for education, &c.

At three o'clock, Mr. Thomas A. Hall, Principal of Lee High School, gave an instructive lecture, the object of which was to eradicate certain erroneous conceptions of the method and design of education.

Four o'clock. Discussion of the topic, " Faults in the Modes of examining Teachers and Schools by School Committees." Mr. Hotchkin, a School Committee-man for many years, opened the discussion with well-timed remarks. Spoke of *want* of *system* in their business; of *neglect* of it; of a very general *lack* of *qualifications* for their duties. He deprecated the custom of *asking puzzling questions;* insisted that the Committee should find out not merely how much the teacher *knows*, but whether he can *teach* what he knows. " Knowing and teaching are heaven-wide apart." Messrs. Millard and Whipple told many anecdotes illustrating the topic under discussion. Mr. Hall thought that more young men, "*well posted up*," and well accredited teachers, who ought of all men to be the best qualified, should be more often found on our Committees. Esq. Bowerman would *make himself the pupil* at examinations. Rev. Mr. Porter added a few remarks, hoping that Committees would be profited by this valuable discussion.

Evening, half past six o'clock. Discussion—" Extensive Obstacles to the Teacher's Success,"—opened by Esq. Bowerman, followed by Mr. Buckham, Principal of Lenox Academy, Rev. Mr. Grant, Rev. Mr. Hotchkin, and Mr. Ayers, Principal of Sheffield High School.

At half past seven o'clock, the Association listened to a forcible and elegant lecture from W. C. Goldthwait, Principal of Westfield Academy, " On the Qualifications of the Teacher." These, the speaker included in an ardent love for his calling,—a patient spirit,—a decided spirit,—sound intellectual discipline,—a liberal store of general knowledge,—a refined taste,—and piety towards God and love to man. With great richness of illustration and earnestness of appeal, the speaker expatiated on these several qualifications to the delight and instruction of all who heard him. Thanks were voted and the Committee of Publication were instructed to request a copy for the press.

The usual votes of thanks for favors received from the citizens, Railroad corporations, and Editors, were passed.

The meeting was a full one; the business systematically arranged and carried through. All classes of friends of learning were present and took an active part, and great harmony prevailed. JONATHAN TENNEY, *Sec'y.*

" Women govern us. Let us try to render them perfect. The more they are enlightened, so much the more we shall be. On the cultivation of the mind of women depends the wisdom of men."—*Sheridan.*

" The Christian dwells, like Ariel, in the sun."

Resident Editors' Table.

GEORGE ALLEN, Jr., ···· *Boston*, } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston*,
C. J. CAPEN, ·········· *Dedham*, } { D. B. HAGAR, ······ *W. Roxbury*.

REPORTS AND EDUCATIONAL PUBLICATIONS.

We beg leave to suggest to the authors of School Reports, the expediency of publishing the *names* and *salaries* of the teachers under their supervision. We do not consider a report complete without them.

Report of the Schools of Exeter, N. H., *by* **J. G. Hoyt,** *a Practical Teacher.*

To say that this report is *pithy* and *sensible*, is too small praise. It is all *pith* and *sense*. We have marked paragraphs for our pages. In the meantime we present the following sample:

"A teacher of *small children* should be a sort of locomotive Patent-Office, full of 'all manner' of inventions. The young love novelty as much as they hate routine. To secure their interest, therefore, one must excite their astonishment and admiration every hour of every day in the week, with some 'new thing under the sun."

The Student, *Published by Fowler & Wells, N. Y.*

With the May number, which is before us, this excellent family periodical enters upon its *fifth* volume. It is admirably calculated to create a healthy taste for reading.

Rhode Island Educational Magazine. *Vol.* I. *No.* 1. *Providence. Jan.* 1, 1852.

This publication is conducted by Hon. E. R. Potter, the Commissioner of Public Schools of R. I. "It will contain the educational documents of the State, and such of the reports of city and town committees as can be conveniently published." It is devoted to a good cause, and we wish it abundant success.

Report of the Schools of Portland, Me., 1851–52.

This is the first *anonymous* school report we recollect to have seen. Modesty is an excellent trait, but it is possible to have an excess of a good thing. That seems to be the case with the author of this report. We beg leave to assure him, that in our judgment he has no occasion to blush at this performance. His views are liberal and elevated. He uses Arabic figures much more profusely than *figures of rhetoric*, and marshals them so as to make them tell much plain truth, and demonstrate that the people of Portland are *not* doing too much for education, by paying $4.50 per year for each scholar, while in twenty-five of the principal cities of the Union, the average yearly price paid per scholar, for the support of public schools, is $9.04. He favors the adoption of stringent regulations to prevent the evil of irregular attendance. In the High Schools this evil seems to have been pretty effectually remedied by the extraordinary efforts of the principals of those schools. In the Boys' High School, with an average number of 66, there were 26 who were not absent a half day during six months. And in the High School for girls, the attendance was 84 per cent., while there was not a single case of tardiness for three months. P.

MR. EDITOR:—

A friend has called my attention to a set of equations, which, with your leave, I will propose for solution to the readers of the Teacher. The equations are

(1.) $\sqrt{x^2+\sqrt[3]{x^4y^2}}+\sqrt{y^2+\sqrt[3]{x^2y^4}}=a.$

(2.) $x+y+3\sqrt[3]{bxy}=b.$

Required the values of x and y.

Allow me to add that a wish has often been expressed that there should be a mathematical department in the Teacher, under the direction of one of the resident editors. Should such a department be established, there is no doubt that abundant materials would be furnished for it. C.

A GOOD EXAMPLE FOR TEACHERS.

The Teachers in the Town of Waterford, New Jersey, have formed an Association, the object of which, as set forth in the Constitution, is "the improvement of each of its members, as Educators and Teachers of the rising generation." The members form themselves into a class for recitation at each monthly meeting. Such meetings for professional improvement must be productive of much good.

It is a fact very gratifying to us *that every member but one of this body, is a subscriber to this Journal.*

How very natural! Since writing the short paragraph above, we have looked into the report of the superintendent of the schools of Waterford. There we find the following sentence: "Our teachers are *improving*, which is a favorable sign of the times." F.

STATE SUPERVISION OF SCHOOLS IN MAINE.

It is not often that we are called upon to perform the painful task of recording a *backward* step in the cause of popular education. But while our ears are delighted with cheering reports from almost every state in the Union, of the new triumphs of this great cause of the age, from the State of Maine we have received intelligence which fills us with regret and sorrow. The system of State supervision, which had been in successful operation for five years, has been abolished by the Legislature which has just adjourned. As a miserable apology for a substitute, an act was passed, authorizing the governor to appoint a school commissioner in each county, no provision being made for a meeting of these officers, nor any arrangement for any system of operations, or a general report of the schools of the State.

We are persuaded that the plan on which the late Board of Education in the State of Maine was constituted, was more in accordance with the spirit of our republican institutions than that of similar bodies in other States. In practice, it had worked well. Hon. E. M. Thurston, the late Secretary of the Board, has labored in the discharge of the duties of his office with distinguished zeal, fidelity and ability. From its commencement he has been the head, the heart and the hands of the system of general supervision. He stood by its cradle, he nursed its infancy, and defended it against the attacks of its enemies, and now, just as it had begun to display the efficiency and vigor of manhood, the hands of Vandal demagogues, and stolid ignoramuses, who are too low in the grade of intelligence to appreciate anything tending to the permament welfare of mankind, have put an end to its existence. The State is thus deprived of the valuable services of a faithful and devoted advocate of popular education, and the best interests of society sacrificed on the altar of political corruption.

After the above remarks were written, we received the "Journal of Education," published in Bath, Maine, which contains the following paragraph:—

> "☞ The Legislature in its wisdom has abolished the Board of Education and the Teachers' Institutes; and in lieu thereof, as we learn by report, a School Commissioner is to be appointed in each county by the Governor, who will be required to visit every town within the limits of his jurisdiction once in each year, and who shall receive for his services a compensation not exceeding two hundred dollars per year. We will give the leading provisions of the bill in our next, if not the bill itself.
>
> The Legislature adjourned on Monday last, the members being conspicuously labelled, so as to ensure a direct and safe return to their homes."

P.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THE ninth semiannual meeting of this Association will be held in Weymouth Landing, on Tuesday and Wednesday, the 8th and 9th of June current.

Lectures will be delivered by Rev. James H. Means, of Dorchester, George Newcomb, Esq., of Quincy, and Dana P. Colburn, Esq., of Dedham. Discussions will be held on "The Expediency of Abolishing the District System," "What Branches of Study are Proper for Common Schools," "Ought Scholars to be required to Report in regard to their own Misconduct." Officers for the ensuing year will be chosen.

CHARLES J. CAPEN, *Secretary.*

THE PLYMOUTH COUNTY TEACHERS' ASSOCIATION

WILL hold its next semiannual meeting in the First Congregational Church at North Bridgewater on Thursday and Friday, the 10th and 11th days of June, 1852. Lectures will be delivered by the following gentlemen:

On Thursday A. M., by Matthew P. Spear, Esq., of Bridgewater. Subject,—Superficial Instruction; its effects upon Character.

On Thursday P. M., by Rev. Joseph Peckham, of Kingston. Subject,—The Connection between Learning and Teaching.

On Thursday evening, by Rev. Charles Porter, of Plymouth. Subject,—The Relation of the Moral to the Intellectual in Education.

On Friday A. M., by John D. Philbrick, Esq., of Boston. Subject,—Teaching as a Profession.

On Friday P. M., by Professor A. Guyot, of Cambridge. Subject,—Physical Geography.

On Friday evening, by Charles Northend, Esq., of Salem. Subject,—Some of the Duties and Errors of the People in relation to Common Schools.

The time between the lectures will be occupied in discussion. The citizens of North Bridgewater, with their accustomed liberality, will entertain those who attend the meeting. All interested in the great cause of education are respectfully invited to be present.

By order of the Executive Committee.

RICHARD EDWARDS, *Secretary.*

Bridgewater, May 20, 1852.

THE CAMBRIDGE SCHOOL COMMITTEE AND THE "COMMON SCHOOL JOURNAL."

At the last meeting of the Cambridge School Committee a preamble and series of resolutions were unanimously adopted, censuring the *Common School Journal.* It appears that several numbers of said publication have been received by the School Committee of Cambridge, copies of which, as is stated by theeditor, "are also sent to all the School Committees in the Commonwealth, at the expense of a Friend of Education."

The Cambridge Committee resolved that they "decline to receive the *Journal* as a gratuity from an anonymous "Friend of Education;" that they "entirely disapprove the captious and hostile spirit of said *Journal* towards the Massachusetts Board of Education, and especially towards its distinguished Secretary;" that Dr. Sears, the Secretary of the Board of Education, has discharged the numerous important duties of his office to the satisfaction of the people of Massachusetts; that the numbers of the *C. S. Journal* hitherto received be returned to the publisher, and he be requested to discontinue sending any future numbers of the same to their address, *as they will not be received by the Committee.—Boston Commonwealth, May* 17.

The Commencement at Dartmouth College occurs on Thursday, July 29th. On the day preceding the Literary Societies celebrate their anniversaries. The graduating class contains sixty-one members.

Mr. Marshall, late Principal of the High School in Chelsea, has been elected Superintendent of the Schools of the town of Danvers. The salary is $1000.

In the town of Newton, where Dr. Sears, the Secretary of the Board, resides, the district system has been abolished, and the graded system adopted.

The next Annual Meeting of the Mass. State Teachers' Association will be held in New Bedford. What live teacher will not endeavor to be present?

The next Annual Meeting of the American Institute of Instruction will be held in Wilmington, Del., on the first week in August. Reduction of fare. Particulars in our next Number.

In our next we shall give some account of the great Teachers' Institute which has just been held in Boston.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 7.] By the Resident Editors. [July, 1852.

ADDRESS OF PROFESSOR FELTON, OF CAMBRIDGE COLLEGE, BEFORE THE LATE TEACHERS' INSTITUTE, OF BOSTON.

I WISH that the gentleman* who preceded me, had occupied the remainder of the evening by discussing at length the topics he so ably touched upon, at the close of his address. I listened to all his remarks with pleasure, and yielded to them my cordial assent. They were instructive and weighty; and when he said that "the good scholar should be as robust as Hercules," I could not help thinking how well he illustrated in his own person the truth of his words.

I have come here this evening, on the invitation of my learned friend, the Secretary of the Board of Education, chiefly to show my hearty sympathy with the Convention of Teachers, but scarcely hoping to be able to say anything worthy of your attention and of this occasion. I am reminded of the first meeting of the American Institute of Instruction, held in this city more than twenty years ago. Honestly believing then that I knew something, I ventured to deliver what I called a lecture. Since then I have been, without interruption, a practical teacher. I have become an older if not a wiser man; and though I have not grown gray and thin in the service, as perhaps I should have done, I have at least reached that stage of wisdom commended by an ancient philosopher — of knowing that I know nothing. I came hither to speak as one of the body of practical teachers, not presuming to instruct my co-laborers, but desirous to share in the benefits of coöperation and mutual communication.

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* The Hon. S. A. Eliot.

There are two topics, ladies and gentlemen, on which I will say a word. Both have been often forced upon my attention, in the course of an experience now running through five and twenty years.

First, *The duty the teacher owes his profession and himself, of constantly enlarging and extending the sphere of his knowledge.* They whose education has been chiefly scientific, or whose studies have mostly been in that direction, ought to diversify their intellectual culture, by drawing within the scope of their pursuits the fresh resources of literature. On the other hand, they whose education and studies have been literary, should give greater solidity to their acquirements by the vigorous effort to master the harder discipline of physical, mathematical or psychological science. I know it is not easy to overcome the tendency of a fixed occupation to concentrate the interest on that alone; to subdue the mind to the quality of that it works in. A greater difficulty, however, which we have to overcome, is the want of a wise division of labor in our schools. Our teachers are too much overtasked by the number of classes they have to teach, the variety of subjects they have to teach — and the length of time they have to give every day to the labor of teaching. The evil is less in our colleges, though it exists even there; but in our schools, of every grade, from the highest to the lowest, it is great and universal.

This state of things throws obstacles difficult to be overcome, in the way of that advancing culture, which is or should be the true characteristic of the teacher's profession. The removal of these obstacles belong not so much to the teachers as to the people and the public authorities, clothed by the people with the power to regulate this branch of public service. More liberal ideas, I am happy to believe, are gaining ground extensively among us upon this subject. Yet much still remains to do. Our people are an active, thriving, and business people. It was said of the Athenians by Pericles, that "they cultivated the beautiful with economy. We, who claim to be the Athenians of the New World, certainly resemble them in one half of the saying, if not in the other. In all our arrangements we look to the main chance; in all our bargains we look to get our money's worth. And we are right; only we do not always know or take the wisest way of getting our money's worth. In former times, if there was a shiftless, good-for-nothing fellow in a family, fit for no other occupation in the world, he was supposed to be fit for a schoolmaster; and as such an abortion of humanity could be had cheap, he was just the thing for economical school committees and money-saving school districts. It was a peculiar notion that school-keeping was the easiest work in the world, and that a man who had failed in every thing else was sure to succeed in this. Perhaps this absurd whim has not been universally abandoned even now; yet I suppose if such a person should by accident find his way into one of our public schools, he would soon find his way out of it, saying as he went, "This is not the place I took it for."

But though a great and favorable change has taken place, and the community, we may hope, is growing wiser, there is still to some extent an unwillingness to recognize and acknowledge the fact that teaching ought to be raised as high as possible above the sordid condition of the drudge. Our teachers are still cooped up within the prison walls of school-rooms too many hours every day of their lives; they are forced to listen too incessantly to the monotonous din of recitations, for their own good or the good of the children under their care. It is not enough considered that the occupation of instructing, from its very nature, cannot be drawn out with impunity to such continuous length as the labors of those fortunate men—*fortunatos nimium, sua si bona norint*—who work in the open air and under the eye of heaven. There is a delicate and complicated brain to be exhausted; there are nerves to be unstrung, tempers, even if angelic at first, to be spoiled by overtrying. The sweetest of English poets has described the old-fashioned schoolmaster in lines of classic beauty:

> "A man severe he was, and stern to view,—
> I knew him well, and every truant knew;
> Well had the boding tremblers learned to trace
> The day's disasters in his morning face;
> Full well they laughed with counterfeited glee
> At all his jokes, for many a joke had he;
> Full well the busy whisper circling round
> Conveyed the dismal tidings when he frowned."

This picture is drawn by a master who dipped his pencil in truth, as well as in poetry; it is touched with the kindliest spirit that ever lived in the human heart. But how dismal the scene it brings up before us! How unattractive, even repulsive, the condition and character it portrays! How little it suggests to satisfy the manly heart, or to inspire the mind with liberal tastes!

It is true, that for the most part, such schoolmasters are among the fossil curiosities of the past. Still, in the eyes of society, we are a marked race. We are known as teachers wherever we go, and as far as we can be seen. Some people say they can tell a schoolmaster as far as they can see him through a telescope. Now, that is a bad state of things which hides the nature God has given us, under the artificial, professional character we have acquired. We are men and women before we are schoolmasters and schoolmistresses; and the inborn being ought to shine through and transfigure the overlying formation which daily business and constant habit tend to create.

Enlarging our studies beyond the range of our fixed pursuits, will, in the first place, help us to remove that pedantic and professional air, which persons in our line of occupation are apt to acquire, even now. True learning brings us always back to the bosom of mother nature. Secondly, it elevates the general character beyond the influence of the accidental circumstances that tend to narrow it. Thirdly, it is the most delightful means of recovering and restoring the tone of the exhausted mind, after the wearing toil of practical teaching is over. Fourthly, it improves the style and heightens the efficiency of teaching. For it is a general fact,—I may say a law of the human mind,—that he who knows the most, will communicate it the best. He who knows one thing well, will teach that one thing the better for knowing a great many other things. He who knows every other thing best, can teach any one thing best. Cadmus was a great sage from the East. He came into Boeotia, the dullest part of Greece, and opened an alphabet school—the first, perhaps, in the world. And what results flowed from the teachings of that simple subject, to that heavy people, by that learned stranger!

In my opinion, then, every teacher would add to his own happiness, would increase his own usefulness, would raise the dignity of his profession, if, together with his daily business, he would make it a primary object to enlarge the boundaries of his knowledge in all directions; to march on, like an eager conqueror, subduing province after province of the realm of intellect. This he may do in two ways: first, by mastering the general principles and acquiring the results of many sciences, or *knowledges*, as some writers express it; and secondly, by taking some one, for which he is endowed by nature with a special aptitude, and dealing with it in the most thorough manner he is capable of. Again, he may do much by the discussion and elucidation of the subject of his studies, forming through the press or by the voice of public discourse, a living tie with the science and intellectual culture of the times. I am sure this would give a new animation and a fresh interest to the life of every teacher. I do not refer to book-making for money-making:—this is always doubtful, and sometimes hazardous, to say nothing of stooping from the single-hearted contemplation of truth, to the sphere of filthy lucre. Better saw wood, run of errands, dig potatoes, pick herbs, than this. But to communicate with the public for the love of communication and of the subject; to seek and to enjoy the excitement and the benefit of the electric sympathy running along the invisible line between the individual mind and the general mind, will break up, or help to break up that isolation of studies, interests, occupations and life, which has in past times dried and hardened the schoolmaster into the fossilized specimen preserved for immortality in the anti-septic verse of Goldsmith.

And this leads me directly to the second topic on which I will venture to offer you a few remarks:—*the importance of regarding the business of public instruction as one and undivided in all its departments.* The great Exile, whose wonderful eloquence has touched all hearts—and those most, perhaps, who dissent *toto coelo* from his views and disapprove his purposes,—is fond of talking about the *solidarity* of the nations. The word is of French importation, and, though none the worse for that, I cannot particularly commend it. Unity and brotherhood seem to me preferable, both as a phrase and for the associated ideas they suggest. Nevertheless it represents a notion or conception, which has its analogy in public instruction as well as in knowledge itself. We should aim at *the solidarity of public instruction.*

That enlargement of our studies which I urge would tend powerfully to bring this about. The letters of Cadmus were the starting point of the vast career of European civilization; and as the alphapet is connected by the links of an unbroken chain, with the highest science and the most brilliant literature, so the alphahet school is held bound by a vital chord to the proudest Universities in the world. In my opinion, without the highest instruction, the lowest will decline and die. Sink the fountain-head, and you lesson the stream's capacity for rising; dry up the fountain head, and the channel dries, and the smiling fertility along its shores withers away, and the fields lose their verdurous beauty, and parch into a sandy desert.

Our fathers knew this better pehaps than we. Their earliest care was to secure the benefits of learning to their posterity. The measures they took to carry into practical effect this illustrious purpose were suggested partly by a love of solid scholarship as warm as ever animated the heart of students since their day, and partly by their firm belief that learning was to be the great arm of their warfare against the Adversary of mankind. Milton, in describing the conflict of Michael with the Prince of Darkness, says:

> "The griding sword, with discontinuous wound
> Passed through him; but the ethereal substance closed,
> Not long divisible."

For spirits, he afterwards adds,

> "Cannot but by annihilating die."

Earlier than our fathers engaged in the struggle, Luther drove out the Foul Fiend, who haunted his cell and broke in upon his pious labors, by hurling an inkstand at his Mephistophelian head.

The battle was not finished by the learned weapons our fathers forged and wielded. The same Ancient Adversary, cloven down by Michael, battered and bespattered by Luther's inkstand, has stood the tug of war with modern science and education. But he has been driven from the open field; he has been humbled into a "fantastic Duke of dark corners;" and finally, in our own day, he has lost all the glory of the "archangel ruined;" he has dropped even the Mediæval terrors of tail, hoof and horn; he has become a mean, contemptible and sneaking Devil. His greatest exploits are to rap under tables for silly women and sillier men; to spell out painfully, by the help of whispers and winks and explanations of self-deluded by-standers, and with many an orthographic blunder (for he has not learned *phonography* yet) a name or two in as many hours; to construct awkward and unmeaning messages, and convey them from the spirit-world to gaping fools around, by joggling tables' legs. Reduced to this most shabby and pitiable condition of Devilhood, I think the armory of learning our fathers left us, if we burnish it up and use it aright, will soon dislodge him from his crazy quarters, and disarm, if not annihilate him.

In our country we can hardly expect to have the kind and degree of unity in public instruction, which is effected by the government in some other lands. Perhaps it would not be well for us, that the state should assume such unlimited control over education; yet if we were sure of always having a Board of Education and a Secretary as able and as worthy of the public confidence as those who now fill these high places, I for one would not hesitate to place the public education of the State unreservedly in their hands.

But there is a unity which we may voluntarily create—not perhaps an identity of methods or texts books—but the unity of spirit, oneness of aim, in the great body of teachers. Let us all, then, in our respective spheres, work in this unity of spirit; not as isolated laborers, but regarding the education of the State as one and indivisible;—as a great general result, towards the accomplishment of which, each has his special duty to perform, his individual portion to contribute.

That this spirit has already begun to move mightily among us, is shown by many significant tokens. Over the Massachusetts Board of Education, his Excellency the Governor presides as chairman, *ex officio*. The Secretary of the Board is wisely made a member of the Overseers of our University. At our Teachers' Conventions, not only professional Instructors, but eminent public men readily take upon themselves the task of helping forward the business for which they are summoned. I need only refer to the labors of the distinguished gentleman who now holds the office of Mayor of Salem; and to the eloquent young Speaker of our House of Representatives, who has not forgotten, in the hopes and aspirations of political ambition, that after all, the permanent interest of a State is the education of its children.

In our day, education is linked with general science, as it was formerly with theology. Both Theology and Education have been benefited by the transfer. All honor to the Church for the immeasurable service she rendered to humanity, by bringing safely in her sacred ark, the imperilled civilization of the world, across the flood of ignorance that weltered over the miserable earth in the dark ages. But when that deluge subsided, and the green hills reappeared, it was time for Science and Education to come forth from the vessel wherein they had floated over its gloomy surface, and once more tread freely the solid land, and breathe the healthy airs of heaven. It was time that Education should leave the scholastic retirement of the cloister, and range at large among the busy haunts of men.

Education goes hand in hand with letters and science; and Theology, resigning the guardianship of her former ward, now grown to full age, occupies herself with her appropriate studies. The most eminent men of science recognize a double duty—that of investigating and that of imparting;—that of knowing, and of helping others to know;—that of tasking their own powers to the utmost in the search for truth, and that of training the unpractised powers of the young to the same high strain. What have we witnessed in our day? We have seen and heard the distinguished scholar of Humboldt and Ritter,* who, to the results of their long life and illustrious labors, has added those of his own manly studies, bringing these noble treasures within the reach of our Normal Schools and Teachers' Institutes. We have seen him † whose scientific fame fills the Old World and the New,—who has just been crowned with one of the highest honors, conferred by the most eminent scientific body in the world—we have seen this peerless master unfolding the mysteries and expounding the laws of creation, not only here, but to classes of children in our schools, with an eloquence that fastened their undivided attention, and with a clearness that made intelligible to their eager minds, the loftiest truths and sublimest generalizations of science.

Now, when the highest officers of the State and the highest science of the world are coöperating with the practical teachers, towards perfecting the education of the mind of the State, as well as enlarging the bounds of knowledge, it seems to me to be the auspicious beginning of that harmonious and united action—

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* Professor Guyot.

† Professor Agassiz, to whom has recently been awarded the first Cuvier medal by the French Academy.

of that *solidarity of interest* in public education, which our State and country at the present moment imperiously demand.

By so laboring for the public and the private good, these standard bearers of science and civilization,

> ———————" in their glittering tissues bear emblazed
> Holy memorials, acts of zeal and love
> Recorded eminent."

[We are happy again to hear from our " Fair Correspondent." We presume she will not be displeased to learn that her communication in our January No. was copied with "honeyed commendation," by at least four of the best educational papers in the country.]

GENERAL EXERCISES.

These are invaluable aids to a teacher, not only as the means of conveying instruction that would not be acquired in the regular routine of study and recitation, but in occupying odd moments; and more than all, in making the school-room pleasant and attractive to pupils. Some say they have sufficient labor to perform in attending to the recitations immediately connected with school duties, and that their pupils are so deplorably deficient in knowledge of the branches they are *obliged* to teach, that they cannot in conscience devote time to anything aside from these; but experience has taught those who have thus spent a few moments each day or each half day, as the case may be, that the time is more than redeemed by the increased industry and interest of their pupils.

The following are some of the ways in which a few moments may be profitably employed. If it is desirable to awaken an interest in mental arithmetic, let the teacher pass to the board and write a list of figures,—for instance—4, 6, 7, 2, 4, 9, 3, &c., and ask the pupils to add them and signify when they have obtained the result. It is probable that they will give different answers. The teacher, without speaking, may write the answers thus given, and then allow the pupils to add simultaneously aloud, and when they have obtained the sum by commencing to add at the left, they may, without being informed as to the correctness of the result, add in the opposite direction, and, if it be desirable to make the exercise still longer, combine the numbers as shall be indicated by pointing.

It will be necessary to conduct this exercise quite slowly at first, but a little practice will enable pupils to combine numbers with great rapidity. To insure success in this, as in all general exercises, every pupil who is capable, should be required to give undivided attention, and not only required, but *obliged*, if necessary.

If something of a different character is desirable, the teacher may draw a line of any length he chooses, and ask the pupils how long they should judge it to be. After having noted the different opinions, allow one of the pupils to ascertain the exact length with a measuring-tape, and then call on the pupil whose answer was correct, or more nearly so than the others, to draw another line, the rest of the class judging the *second* time. After a little practice *two* lines may be drawn and the *difference* judged and measured. Allow them to state what they suppose to be the length and width of the yard, or of the school-room, and they will be so much interested, that for the sake of readily measuring they will take pains to learn to pace distances, and in this way they may be taught to find the distance from their respective homes to the school-room. In connection with this, they may be taught the figures, which, with some modifications, meet their eyes at every glance — the square, the cube, the pyramid, the circle, &c. Teach them the different parts of these figures, as, of the latter, the circumference, the diameter, an arc, &c. Take some interesting work of Natural History, and read to them without comment for five or ten minutes, and the next day question your pupils on what they heard, and enter into conversation with them. Suppose the Swallow to be the particular subject of the reading, encourage them to tell you what they know of the bird from observation, or what they have heard or read about it. Pupils will soon become much interested in the subject, and will often communicate many interesting facts. Such an exercise not only makes the pupil attentive, and observant of what goes on around him, but teaches him to express his thoughts in such a manner that he can be readily understood.

If the children are quite small, say to them, "Now, children, we call the parts of which anything is composed, or made up, the *elements* of that thing; for instance, the elements of this bell which stands on my table, are the handle, the tongue, &c. This *book* (holding it before the children,) has elements ; can you tell me what they are?" It is probable that, without much delay, they will mention the cover, the leaves, and the binding. "Well, as the binding is that part of the book which holds all the other parts together, we will talk about that first. Can you tell me what this binding is made of?" "Leather." "Yes, and the *kind* of leather is called sheep-skin." And then inform them that once this piece of leather had wool growing on it, and that wool is used for various purposes, such as making yarn for stockings and mittens, and ask them to think of all the things they possibly can, that are made of wool, and to see which one will be able to tell you the greatest number the next day.

In short, the exercise of a little ingenuity on the part of the teacher, will produce from any object in the room instructive matter, sufficient for as many lessons as will interest the pupil without wearying him of the subject. Y.

[For the Massachusetts Teacher.]

PICTURE-MAKING.

BY PROF. WM. J. WHITAKER.

We are frequently unwilling to admit that this art lies so near to the root of all educational matters. Let us for a moment inquire how the education of a child begins. Is it intellectually and morally, or a simple development of the senses? First, I think we must all admit that it is neither more nor less than the culture of the imagination through the senses of vision, feeling, &c. This is picture-making. The objects passing before the eye are reflected on the mind, and so become associated with the reality itself.

But passing over the first form of development, and taking the time when the intellect is awakened, we shall find the same thing going forward. If we teach the elements of Sound, the basis of language, we use certain symbols to represent them; these we want so firmly to impress upon the memory or imagination, that they will be recognized immediately. The elements of Form we submit to the same process, and so through all the varied stages of education and high culture is picture-making carried on. Now if this be true, should we not endeavor to do all in our power to strengthen this faculty and give additional relish and zest to the studies of the young? Suppose for instance we want to teach Number: if we pursue an abstract, reasoning process, shall we give the idea as clearly to the mind, as when we use real objects to illustrate the quantities we wish to be comprehended? What child of ten or twelve years is able after the common training in this branch, to tell with any degree of accuracy how many persons are assembled in a well-filled room? Scarcely one. And from what does this result? Imperfect training! But had real objects instead of abstract ideas been made use of in the early training, he would be able to tell with very tolerable correctness the aggregate number of any moderate assemblage. Again; how frequently do we find not only children, but adults incapable of describing or delineating the form of a common road-side flower, or other familiar thing. This is to be attributed to the same cause. But if due care were bestowed upon the culture and growth of the imagination and conceptive faculties, we should rarely find it difficult to recall any of the common things of life, when required, and should be enabled to truthfully mirror upon the mind and heart those things whose remembrance is dear to us, and recall them to our vision almost without effort. I think the study of Drawing will enable us to do this to a great extent, that is, if it is rightly cultivated; not by a dull, dead method of copying and never conceiving, but in a true and natural way, beginning with thought, and ending in the execution of that thought. Let us look to the highest of all authorities, that of the Creator himself, and see how his work has proceeded from the beginning of time. First a thought, then its embodiment; but each succeeding one is new and original; hence the multitude of forms that surround us, all replete with beauty and magnificence. Now just such a plan should we pursue, never minding how simple the beginning. If it begins rightly, the end will certainly be good and elevating. But all should be cultivated in such a way as to give power to the learner, not only of mere mechanical execution, but of deep and earnest thought, — thought that may be useful not only in connection with drawing, but that shall spread itself over every study the mind may enter upon; that will give strength and energy to the student; that will awaken new interest and prompt the mind to action; that will arouse feelings before unknown; that will lead to a keener perception of the beautiful everywhere; that will mark the path of God and strive to follow in it; that will cause a wider and more extended love to be awakened in the heart of every human being, and knit the common relations of every-day life to the other and the better life beyond. We make our teaching too much a matter of book-recorded facts, and fail in that which the venerated Pestalozzi affirmed to be the true culture, " The education of the head, the heart and hand in unison." The head gets too much, the heart too little; hence we grow so matter-of-fact, — hence the element of materiality so strong within us. We need something infused into the instruction imparted in our schools, that will overcome this tendency to sink all in the lower culture, to the neglect of the higher and more important. I would not make vain, idle dreamers of our youth, but would have them with the imagination well developed, with the capability of sometimes sinking the business of the store and the factory in that which is quite as necessary to an elevated state of society, and that will sometimes take them into the higher and holier things of life. We fear what we derisively call enthusiasm. If it is strongly apparent in the minister, he is an idealist; the teacher, it is all fine theory; the artist, he is of course crazy; but in the business man, the keen and eager speculator, it is *virtue*, a rare business talent, a something to be admired. But what is it in all? Picture-making of different degrees. In some, refined and elevating; in others, paltry and degrading, failing only from the want of proper direction in early life. Then let us as teachers of the young *picture* to ourselves what our pupils are to be, the fathers, mothers, the ministers and teachers, the rulers and magistrates of the coming times, and on us rests much responsibility as to what kind of men, women, and citizens they may become. Therefore every influence in our power should be exerted to render our instruction in each and every branch of the best kind,—of that quality that will unfold all the powers of the mind and heart in the truest and best manner, so that the pictures awakened to being in the mind shall be of the highest type and purest order,—such a gallery that may be worthy of beings made in the image of God and gifted with immortality.

MORAL INSTRUCTION.

The importance of moral instruction in schools is generally conceded; and by no class is it more felt than by teachers. Yet, I suppose, this part of their work is the part most poorly done. Not because they neglect it,—of our teachers, there are but very few who do that,—but it is often the case that they are so crowded with other work, which Committees are on the watch to see done, that they have not the requisite time for this. Then, again, it is the most difficult to do. Generally, it is much easier to teach a child something of grammar, or of arithmetic, than it is to make a moral impression upon him. The method of doing it, too, is least understood. If each of our teachers should be asked for a good method of teaching arithmetic, and for a good method of teaching morals, the great majority of them would give the first much better than the last.

That it is requisite for the teacher to be in the broadest and deepest sense, a moral man, need not be argued. He knows better than any body else can, that he cannot impart to others what he has not himself. His every-day experience is teaching him that. But to enable him to succeed in influencing his scholars for the better, there are other qualities required. He must be capable of gaining their affection. Without that, he, no doubt, can impart to them moral precepts, which they can store in their memories. But that is no more teaching morals, than giving arithmetical rules is teaching arithmetic. The object is to make the moral faculty more active, and to increase its power. To do this he must be something more than a force controlling their actions. He must have access to their hearts, and by his hold there, influence their thoughts and feelings. The confidence and love of children gained, it becomes more easy to gain a control over the motives from which they act.

It is necessary, also, that he should have the respect of his scholars. He might by his uniform kindness gain their love, and yet, through want of dignity in his intercourse with them, or lack of firmness in carrying out his plans, fail of gaining their respect. Then, though favorably disposed towards him, they would not attach importance enough to his teachings to make them effective. We all know how much more ready we are to receive counsel from those we respect, than from those we do not. Love opens the heart to receive the counsel, and respect adds to its weight. The teacher who has gained both stands in that relation to his scholars which will enable him to work most effectively for their good.

It may be well to have stated times for moral instruction, but the aim of the teacher should be to keep the moral faculty in constant exercise. The school is a preparation for the world, and it is like the world. It has its temptations to evil, its rivalries, and its undue excitements. These temptations, in some form or other, are always present. So the teacher should, if possible, give so high a moral tone to his school, that each one will feel that he must resist them; that he must be faithful to himself, yet just and generous towards others. He should so associate the idea of duty in the minds of his scholars with his requirements, that they will learn habitually to feel its force. Thus may he, if he is judicious in his method, make the daily routine of the school-room, and all the occurrences of its little world, yield good instruction and add strength to the moral nature.

The teacher cannot expect always to be in the same state of mind, nor can he expect always to have his scholars in the same state; sometimes he is unfit to make moral impressions, sometimes they are unfit to receive them. Words then are worse than wasted. They do an injury. He is sometimes vexed by untoward circumstances, or wilful disobedience, and speaks in a fretful, scolding tone. Nothing quicker closes the hearts and ears of his scholars. When he feels thus, he should keep his mouth closed, and wait for a better and clearer feeling. Sometimes, too, he considers the misconduct of scholars as a personal affront. He feels that *his* rules have been violated, and he must have personal satisfaction. This is the lowest and worst view he can take of misconduct. Let him not manifest it by word or deed. It will lower the moral tone of the school if he does. All personal considerations must be banished, and he must feel that the scholar by his misconduct has violated his own moral nature and harmed himself by doing wrong. Let him be sure, when he attempts to affect the moral nature of his scholars, that he is moved by no low considerations; but that he feels the force of duty in his own heart, and is moved by that to be earnest and faithful.

Moral instruction should never be attempted, until the scholars are brought into a proper state to receive it. Good words must not fall on listless ears and closed hearts. The farmer does not drop his seed upon the hard ground. He first prepares and opens it. So let the teacher by some word, by making use of some incident, or relating some story, fix the attention of his scholars, and prepare their minds to receive what he has to impart. If he cannot do this at one time, let him wait for another. When he attempts to make an impression, he must be sure and make it. Every failure weakens his hold on 'the school. Success draws the school closer to him, and gives him an additional power over it. Expediency has its place in the school-room, as in the world. It never allows the neglect of duty; but it allows the choice of the best means and the best time for performing it.

Good instruction in the way of duty is a pearl above all price. That teacher who can successfully impart it, is doing as noble a work as can be done on earth. He who is successful in this will be successful in all; for in performing the greater, he will acquire that patience, perseverance and faithfulness, which will enable him to perform the less. D.

TEACHERS' INSTITUTE IN BOSTON.

During the second week in May a first attempt was made to hold a Teachers' Institute in the city of Boston. The afternoons and evenings of Wednesday, Thursday, Friday and Saturday, were devoted to that purpose, and afternoon sessions in all the schools were dispensed with, that the teachers might have an opportunity to attend. The hall of the Lowell Institute was used as the place of assemblage, and free admission was granted to the public. The exercises were introduced by a short address from Barnas Sears, D. D., Secretary of the Board of Education, and a few remarks from N. Bishop, Esq., Superintendent of the Schools of Boston. During the course, scientific lectures were delivered by Professors Agassiz and Guyot, and lectures on drawing by Professor Whitaker, of the School of Design. Short addresses were also made by His Excellency Gov. Boutwell, Hon. Samuel A. Eliot, Prof. C. C. Felton, Hon. Robt. C. Winthrop, Hon. Geo. S. Hillard, and Geo. B. Emerson, Esq. There was a very full attendance of teachers, and the meetings were creditably sustained throughout. The holding of this Institute forms an era in the history of our schools, and it is quite gratifying to know that it is suitably appreciated by those for whose benefit the course of lectures was designed. Near the close of the Institute, a meeting of teachers was organized. Mr. Thomas Sherwin, Principal of the High School, was chosen Chairman, and Mr. J. A. Stearns, of the Mather Grammar School, Secretary. Messrs. J. Bates, Jr. of the Brimmer School, R. G. Parker of the Johnson School, and Geo. Allen, Jr. of the Hancock School, were appointed to prepare resolutions, and the following resolves were presented by them.

Resolved, That our grateful acknowledgments are due to the Legislature of this Commonwealth, for providing the means of sustaining a high order of Teachers' Institutes in our city, and enabling the Secretary of the Board of Education to employ teachers of eminent scholarship, scientific attainments, and practical skill.

Resolved, That we recognize in the present Secretary of the Board a peculiar fitness for the position which he occupies — from his eminence as a scholar — from the practical common sense, and the sound judgment which characterize all his plans for advancing the standard of common school education — from the mingled dignity and courtesy with which he presides at the meetings of the Institutes — and from his sympathy with the views of practical teachers, by which he has gained, universally, their highest respect and esteem.

Resolved, That we tender our sincere thanks to the several gentlemen who have officiated as teachers during the sessions of the Institute in this city; for the valuable information which, out of their abundance, they have furnished to us upon various branches of study; for the practical thoughts upon methods of instruction which they have suggested; and for the earnestness which they have manifested, and the success which they have attained, in rendering the exercises of the Institute interesting, attractive, and profitable.

Resolved, That we hail as a pleasing feature in the progress of common school education, the interest which is shown by many of the officers of our highest institutions of learning; that we welcome them as coadjutors in furthering all that pertains to thorough scholarship and true educational culture, and that while they and we labor, each in a distinct department, yet we believe that a community of purpose, and a union of action, are necessary in order to produce a symmetrical whole, and to obtain the highest results in the great pursuit in which we are common laborers.

Resolved, That the assembling of Teachers to consider, in all its bearings, the subject for the advancement of which they are directing their energies, is well calculated to produce beneficial results, both from its direct, practical advantages, and also, incidentally, from its efficiency in arousing the enthusiasm of the Teacher, in awakening him to new energy, and in counteracting that tendency to remain satisfied with present attainments, which the monotony of his daily duties often engenders.

Resolved, That "The Teachers' Institute" established by the Board of Education, is one of the highest forms of association; and as conducted by the present able Secretary, is among the most efficient

instruments in educational progress which the age has employed, and is entitled to the hearty support of all who wish for our Commonwealth a community of citizens, whose physical powers shall be properly developed, and whose intellectual and moral capacities shall be duly educated and directed.

These resolutions were unanimously adopted, on motion of Mr. John D. Philbrick, of the Quincy School, who made the following remarks: —

"I rise, Mr. Chairman, to move the adoption of the resolutions which have been reported. The sentiments and views which they contain, appear to me to be just and appropriate, and, if I mistake not, they are such as meet the hearty concurrence of all who have had the privilege of listening to the excellent and instructive lectures and addresses which have been provided for us on this occasion. For myself, as the humblest member of the fraternity of Public Instructors in this city, I desire to say distinctly, here and now, that, in voting for them, I do not intend it as a mere formality, an empty ceremony, but as a *bona fide* expression of the real sentiment of my heart and the conviction of my reason.

"Those public bodies, by whose concurrent action the requisite provision for holding this Institute was made, and those public officers and other gentlemen whose labors have contributed to render its exercises interesting and profitable, deserve our thanks. It is highly proper that we should make a public acknowledgment of our appreciation of their motives and their valuable services.

"To that gentleman whose profound learning and practical wisdom in matters pertaining to education adorn the office of Secretary of the Board of Education, we are primarily indebted for this professional entertainment. It was his wisdom that planned this modified form of the Teachers' Institute to meet the wants and circumstances of the teachers in our cities and larger towns. It has been put in operation in several of the neighboring cities, as I have been informed, with entire success. And now he has brought the blessing to our doors, and considering the abundance of the good things he has set before us, I am tempted to believe that he intended, as far as possible, to compensate the teachers and the community of this city for having waited *patiently* fifteen years for the smiles of the Board of Education, — an *apparent* neglect, but a *real* compliment, which I hope we try to merit.

"Aided by the efficient coöperation of our able and worthy Superintendent of Public Schools, he has 'got up' for us what deserves to be denominated an educational *feast.* If any one doubts this, a glance at the bill of fare will convince him.

"We have had the treasures of science laid open to us by lecturers whose attainments in their respective departments are believed to be unsurpassed on either continent, and the principles of the beautiful and the true in nature and art, unfolded by one who seems to be the very personification of those ideas, inspired by the enthusiasm of genius. Besides, these gentlemen, by their learning in the science of education, and their practical skill in training the young, have been able, in their lectures, to illustrate the true method and spirit of teaching. And as they have been moved to come here and render these services, not by any tempting pecuniary inducements, but by their love to the cause which we profess to have at heart, they have earned a claim upon our warmest regards.

"From His Excellency the Governor, from an eminent and learned citizen, formerly mayor, from a distinguished professor, who may be said to constitute the sympathetic nerve which unites our university to our common school system, from an eloquent gentleman of the legal profession, and from one of our foremost statesmen, we have been favored by way of dessert with words of advice and warning, of encouragement and sympathy, and we have the promise of still further gratification in this way by listening to His Honor the Mayor, and a member of the Board of Education, who justly enjoys a high reputation as an educator and a scholar. This banquet we have been invited to come and partake of freely, without money and without price. To facilitate our attendance, the school committee of the city, with a liberality which usually characterizes that body, have permitted us to dismiss our schools, while these sessions are held. If such fare as has been set before us on this occasion has not been acceptable, I think we must be hard to please.

"As to the utility of Teachers' Institutes, when judiciously conducted, there is but one opinion among those who have observed their operation. To question their beneficial effects upon teachers and the community would be like closing our eyes in the blaze of noonday, and then denying that there is any light in the sun's rays. We have been told by one of the eloquent lecturers that society is the condition of progress. This is emphatically true of the profession of teaching. As teachers, we should neglect no opportunity of assembling ourselves together. It is one of the most effectual means of arousing and diffusing among us, the *spirit of progress*, which if we do not possess in a good degree, we are unfit for our vocation. The teacher who visits no schools, attends no educational meetings and peruses no educational publications, may boast that he stands on his *own* ground, but I doubt whether that position will be found to be a *high* one. Why should teachers be ashamed to assume the attitude of learners? The greatest teacher is always the greatest learner. He is not ashamed to borrow hints from any source. He does not take his farthing candle and retire to a cave for fear he may be thought to be beholden to the sun for light.

"In conclusion, permit me to say that I cannot but regard this Institute as an important event. I think it will constitute an era in the progress of popular education in this city which boasts of being the cradle of the free school system. Much has been *said* about the importance of insisting upon a high standard of qualifications among teachers. That is the true ground to take. Other means of advancing education can do but little if this be neglected. But if the community desire a higher style of teaching, they must give the teachers an opportunity to prepare for it. They must have time and means. Those are what the arrangements of this Institute have afforded, and if the 22,000 children in the public schools of this city do not receive some benefit from it, whose fault is it? The weather has been unpropitious, but the attendance at these sessions has, I think, shown a commendable disposition on the part of the teachers of Boston to seek improvement. If there are individuals who have been indifferent — and I am not aware that there is one — they are exceptions.

"Sentiments and views similar to those embodied in the resolutions have been expressed on all hands, and I trust they will receive a hearty adoption."

JOSIAH QUINCY, senior, in his address when he took the oath of office as Mayor of Boston, said,

"Above all, schools, those choice depositories of the hope of a free people, should engage his [the Mayor's] utmost solicitude and unremitting superintendence. Justly are these institutions the pride and the boast of the inhabitants of this city. For these, Boston has, at all times, stood preëminent. Let there exist, elsewhere, a greater population, a richer commerce, wider streets, more splendid avenues, statelier palaces. Be it the endeavor of this metropolis to educate better men, happier citizens, more enlightened statesmen; to elevate a people, thoroughly instructed in their social rights, deeply imbued with a sense of their moral duties; mild, flexible to every breath of legitimate authority; unyielding as fate to unconstitutional impositions."

THE WAY TO LAY UP REAL WEALTH.

Lord Bacon says: "A man would do well to carry a pencil in his pocket, and write down the thoughts of the moment. Those that come unsought for are commonly the most valuable, and should be secured, because they seldom return."

NORFOLK COUNTY TEACHERS' ASSOCIATION.

THIS Association held its ninth semiannual meeting at Weymouth Landing, on Tuesday and Wednesday, the 8th and 9th of June. Lectures were delivered by George Newcomb, Esq., of Quincy; Rev. J. H. Means, of Dorchester; and Dana P. Colburn, Esq., of Dedham.

The subject of Mr. Newcomb's lecture was, "The End and Aim of Education." The speaker treated of education with reference to its influence upon the man, and through him, upon society. This opened a wide field of inquiry. The views presented were enlarged and liberal, and we think that most of the prominent points were forcibly and ably presented. The sphere of woman,—her influence in society, and her future destiny in educating and civilizing man, were fully and truthfully depicted. In this connection, the work of Miss Catharine Beecher, entitled "The True Sphere of Woman," was recommended as one which should be read by every teacher. The lecturer considered it a duty incumbent on the teacher to labor for the improvement of society, as well as in the school-room,—to speak his mind freely upon questions of public policy, and to mould the opinions of his scholars on the side of humanity. If we understood him, the teacher should assume the office of a philosopher among his pupils; and in cases where, in his opinion, a wrong existed by legal enactment, he should strive to turn public sentiment against it. We presume there can be no doubt that it is the duty of the teacher to endeavor to keep alive the sympathies of his pupils in favor of public justice and morality: but it is a question with many, how far the teacher should venture, and what means he should adopt. We hope again to hear from the lecturer on this topic. The speaker took a survey of the influence which education exerted in Greece and Rome. Even in the periods of their highest civilization, it failed of its great aim. Education should have religion for its basis. Our school system so long as it rests upon the Bible, as upon a rock, will not fail. On this point, the lecturer quoted Cousin, Guizot and others. In the opinion of Cousin, we should teach Christianity. Religion is the surest base for instruction: it were necessary to call her to our aid, only as a matter of *finance*. The importance of attending to the physical and moral development of the pupil, as well as to the culture of the intellect, was fully dwelt upon. We should not forget, that, as is the teacher, so is the school; *as is the school, so will society be.*

The subject,—"Multiplicity of Studies," was discussed by Messrs. Woodbury, Capen, Kneeland, Reed, Alden, Butler, Gates, Spear, of Bridgewater, and Wheeler. The point most fully dwelt upon was the number of studies that should be pursued.

After the above discussion, some views advanced by Mr. Newcomb, in his lecture, were discussed by Messrs. Wheeler, Reed, Newcomb, Butler, Gates, Capen, Richards, and Dr. Warren, of Weymouth.

Evening Session.—A lecture was delivered by the Rev. J. H. Means, of Dorchester, on "The Influence of the Parent in Aid of the Teacher." The lecturer presented his views with great force, and with a felicity of diction rarely equalled. As there is a prospect of this lecture being published, we will not attempt a report.

After the lecture, the subject of irregular attendnnce was discussed by Messrs. Woodbury, Reed, Newcomb and Capen.

Session of Wednesday.—The subject,—"Ought Scholars to be required to Report in regard to their own Misdemeanors," was discussed by Messrs. Capen and Woodbury.

At 10 o'clock, a lecture was delivered by Dana P. Colburn, Esq., of Dedham, on the Management of the Primary School. The lecturer explained the importance of introducing greater thoroughness into this department. It was here that the first habits were formed,—important, therefore, that these habits should be correct ones. The importance of teaching from objects rather than from mere representations was fully and aptly illustrated. In your descriptions, *make use of language, with the meaning of which the pupil is familiar.* Teach the child to read in a natural manner, as if he were the real actor or speaker, and not in that constrained, artificial, monotonous style, which is too often allowed and taught in our primary schools. A thorough understanding of what a good school should be, and a just estimate of what coastitutes *thoroughness*, enabled the lecturer to present his views with fluency, with clearness and aptness of expression, and without the use of notes.

After the lecture, the following gentlemen were chosen officers for the ensuing year:

For President,—John Kneeland, of Dorchester.

Vice Presidents,—D. B. Hagar, of West Roxbury; W. L. P. Boardman, of Canton; J. W. Tuck, of Roxbury.

Recording Secretary,—Charles J. Capen, of Dedham.

Corresponding Secretary,—John Wilson, of Dedham.

Treasurer,—Isaac Swan, of Dorchester.

Counsellors,—E. W. Bartlett, of West Roxbury; C. F. Patch, of Milton; Seth Dewing, Jr., of Quincy; S. L. Mead, of West Dedham.

"The Expediency of Abolishing the District System," was discussed by Messrs. Tuck, Newcomb, Vose, and Colburn.

Afternoon Session.—The question,—"Ought Scholars to be required to Report in regard to their own Misdemeanors," was resumed and discussed by Messrs. Thayer, Woodbury, Capen and Newcomb.

On motion of Mr. Reed, of Roxbury, it was unanimously voted that the thanks of the Association be presented to the citizens of Weymouth for their kindness in providing accommodations for the teachers attending the Convention, and for the interest and zeal they had manifested.

Thanks are likewise due to those Editors who so kindly advertised the meetings free of charge.

The session at the dinner table, on Wednesday, ought not to be omitted. To say nothing of the *justice* done to what had been provided for the comfort of the physical man, about two hours were spent in a most agreeable manner with speeches, sentiment, and song, which greatly enhanced the enjoyment of the occasion. We think it would be well for every Teachers' Association to make this a prominent feature of its meetings.

C. J. CAPEN, *Sec'y.*

Throughout the British dominions, and in most parts of the United States, the epithet *likely* conveys an idea of mere personal beauty, unconnected with any moral or intellectual quality. And the notorious Chartres or the traitor Arnold might be *likely*, or even *very likely*. But " they order these matters " very differently in New England. There a man or woman as deformed as a Hottentot or an orang-outang, may be *likely*, or *very likely*. The epithet there refers to moral character. And a stranger is sometimes struck with hearing a person with one eye, a prodigious nose, a hollow cheek, a cadaverous countenance, and other marks of ugliness, styled a very *likely* man.

In most parts of the world, people *expect* things that are *to come*. But in Pennsylvania, more particularly in the metropolis, and also in parts of New England, people *expect* things that *are present, or past*. One man tells another he *expects* he has had a pleasant journey, or he *expects* the report is true. I have heard a wise man of Gotham say he *expected* Alexander, the Macedonian, was the greatest conqueror of antiquity.

In some parts of New York, particularly in the Mohawk Valley, it is common to use the preposition *in* for *into*, and *into* for *in*. Thus, instead of saying there is no truth *in* the story, a man says there is no truth *into* it; and instead of saying he will go *into* the house, he says he will go *in* it. The use of *in* for *into* is very common in New England.

Speaking without thinking, is shooting without taking aim.

TABLE,

Showing the population, and amount expended the present year for teachers' wages and contingencies, (exclusive of what has been paid for the erection of buildings,) in the several cities named.

NAMES OF PLACES.	Population.	Expended for Teachers' wages and contingencies.	Expended for erection of School Houses.
New Bedford, - - - - -	18,000	$20,269	$6,000
Worcester, - - - - - - -	17,053	19,558	11,789
Salem, - - - - - - - - - - -	20,500	24,500	4,400
Providence, - - - - - -	44,000	42,592	
Fall River, - - - - - - -	11,000	11,000	
Cambridge, - - - - - -	15,000	26,335	21,677
Charlestown, - - - - -	16,000	26,000	1,000
Springfield, - - - - - -	11,330	12,295	
Bangor, - - - - - - - - - -	15,000	12,600	6,000
Roxbury, - - - - - - - - -	18,500	22,000	13,013
Lowell, - - - - - - - - - -	33,385	37,437	8,063

In twenty-five of the principal cities of the Union, the average yearly price paid per scholar for the support of public schools is $9.04.

When Dr. Johnson was about commencing his career in the world, one Ford gave him the following excellent admonition: "Obtain some general principles of every science; he who can talk only on one subject, or act only in one department, is seldom wanted, and perhaps never wished for; while the man of general knowledge can often benefit, and always please."

It is remarkable how very frequently the old saying that "extremes meet," is realized. It may be fairly stated, that much of the ignorance of the world is owing to a neglect of reading, and much to an excess of reading. They who read nothing, remain outside of the garden of knowledge, while they who read too much, pass over it so hastily, that they appreciate none of its beauties, and gather none of its fruits.

Talk but little, and live as you should do. A man may talk like a philosopher, and yet act like a fool.

One mild word quenches more heat than a hundred buckets of water.

MATHEMATICAL.

THE LEAST COMMON MULTIPLE.

The following rule for finding the Least Common Multiple is presented, on the supposition, not that it will be new to all teachers, but that it may be to some. The method indicated is substantially the same as that laid down in one of our latest Arithmetics; but as we have for several years made use of this method in preference to those commonly given, we venture to offer it in a different form to the readers of the Teacher.

Rule.—Having placed the numbers in a horizontal line, cancel every number that will measure any other of the given numbers. Beginning at the left hand, cancel from the second number the largest factor common to it and the first number. Cancel from the third number every factor common to it and one of the preceding uncancelled numbers. Cancel from each of the following numbers in order, in the same manner as from the third. The continued product of the uncancelled numbers will be the multiple required.

Example.—Find the Least Common Multiple of

40, 25, 36, 18, 45, 22, 48.

The operation will cause the work to stand thus:

40, 5, 9, 11, 2.

Cancel 18, a measure of 36. From 25 cancel 5, as it is contained in 40. From 36 cancel 4, as it is found in 40, $45 = 5 \times 9$, both of which factors have already been found. From 22 cancel 2, it being found in 40. From 48 cancel 8, which is contained in 40; there will remain the factor 6, from which cancel 3, as it is found in 9. Then $40 \times 5 \times 9 \times 11 \times 2 = 39,600$, the answer required. H.

INVOLUTION OF CONSECUTIVE NUMBERS.

The author of a certain mathematical work, which contains a series of tables in the involution of numbers, complains in his preface, of the immense labor which those tables cost him. By the ordinary process of multiplication, his patience must indeed have been severely tried. As the numbers became larger, the operations grew more and more tedious, and when he had reached one result, he found it of no service in obtaining another. The only test he had of the correctness of his work, was careful and repeated reviews. Well might he speak of his arduous labor.

The method given below is applicable to all powers, and *the work proves itself.*

Involve in the usual mode as many successive numbers, plus two, as there are units in the number expressing the required power. Find the differences of the successive terms, and the differences of these differences, and so continue until a common difference is obtained.

To the power of the highest number involved, add the last term in each series of differences; the sum will be the power of the next higher number. To this add the sum of all the last terms in the several series of differences, the sum of all but the first, the sum of all but the first two, and so on until the common difference alone remains, which also must be added; the amount will be the power of the second higher number. To this power add the sum of all the numbers which were added to the preceding power, the sum of all but the first, the sum of all but the first two, and so on, until the common difference alone remains, which also must be added; the amount will be the power of the third higher number.

Continue the operation as in obtaining the last power.

EXAMPLE.

Numbers.	23		24		25		26		27
Cubes.	12,167		13,824		15,625		17,576		19,683
1st differences.		1,657		1,801		1,951		2,107	
2d differences.			144		150		156		
Common differences.				6		6			

19,683 = 27^3
2,107 = last term in 1st diff.
156 = last term in 2d diff.
6 = common diff.

21,952 = 28^3
2,269 = 2,107 + 156 + 6
162 = 156 + 6
6 = common diff.

24,389 = 29^3
2,437 = 2,269 + 162 + 6
168 = 162 + 6
6 = common diff.

27,000 = 30^3

The involution can be thus continued indefinitely, by simple addition.

Proof.—Since an error in any part of the work would render all succeeding results wrong, it is evident, that when the powers of the multiples of ten (which are readily known) are correctly obtained, the preceding ones must also be right.

This method can be applied with equal facility, to the involution of consecutive numbers to any other degree.

Another mode of involving successive numbers to the third power is the following:

Find the difference of the cubes of two successive numbers. To the cube of the greater number, add that difference, and also six times the greater number; the sum will be the cube of the next higher number.

To this cube add the sum of the two numbers added to the preceding cube, and also the last of those numbers increased by six; the sum will be the next cube.

Continue the operation as in finding the last cube.

EXAMPLE.

$$\begin{array}{r@{\;=\;}l}
103{,}823 & 47^3 \\
6{,}487 & 47^3 - 46^3 \\
282 & 6 \times 47 \\
\hline
110{,}592 & 48^3 \\
6{,}769 & 6{,}487 + 282 \\
288 & 282 + 6 = 6 \times 48 \\
\hline
117{,}649 & 49^3 \\
7{,}057 & 6{,}769 + 288 \\
294 & 288 + 6 = 6 \times 49 \\
\hline
125{,}000 & 50^3
\end{array}$$

TO COMPUTE INTEREST.

A correspondent of the Baltimore Sun communicates the following simple plan for computing interest at six per cent. per annum for any number of days, which he learned, he says, twelve years ago.

"Divide the number of days by six, and multiply the dollars by the quotient, the result is the interest in decimals; cut off the right hand figure, and you have it in dollars and cents thus: What is the interest on $100 for twenty-one days? 21 divided by 6 is $3\frac{1}{2}$; 100 multipled by $3\frac{1}{2}$ is 350 or 35 cents. Again, what is the interest on $378 for ninety-three days? $93 \div 6 = 15\frac{1}{2}$; $378 \times 15\frac{1}{2} = 5{,}859$, or 5.85\frac{8}{10}$. Let bookkeepers try this rule, and they will find that it is no humbug."

MR. EDITOR:—I would present to your readers the following solution to the algebraic equation proposed in the last number of the Teacher.

(1) $\sqrt{x^2+\sqrt[3]{x^4y^2}}+\sqrt{y^4+\sqrt[3]{x^2y^4}}=a.$
(2) $x+y+3\sqrt[3]{bxy}=b.$
Equations (1) and (2) are given.
Let $x^{\frac{1}{3}}=z$, and $y^{\frac{1}{3}}=$equal w. Then from (1) we have
(3) $\sqrt{z^6+z^4w^2}+\sqrt{w^6+z^2w^4}=z^2\sqrt{z^2+w^2}+w^2\sqrt{z^2+w^2}=(z^2+w^2)\sqrt{z^2+w^2}=a.$
Hence (4) $z^2+w^2=a^{\frac{2}{3}}.$
From (2) we have
(5) $z^3+w^3+3b^{\frac{1}{3}}zw=b.$
Putting $z=p+q$ and $w=p-q$, equations (4) and (5) give (6) and (7).
(6) $2p^2+2q^2=a^{\frac{2}{3}}.$
(7) $2p^3+6pq^2+3b^{\frac{1}{3}}p^2-3b^{\frac{1}{3}}q^2=b.$
By equating values of q^2, taken from (6) and (7) we have

(8) $$\frac{b-2p^3-3b^{\frac{1}{3}}p2}{6p-3b^{\frac{1}{3}}}=\frac{a^{\frac{2}{3}}-2p^2}{2}$$

By clearing (8) of fractions, and transposing, we shall have,
(9) $8p^3-12b^{\frac{1}{3}}p^2-6a^{\frac{2}{3}}p\dotplus 2b\dot{-}3a^{\frac{2}{3}}b^{\frac{1}{3}}=o.$
Putting $p=\frac{r}{2}$ to avoid fractional coëfficients, we have,
(10) $r^3-3b^{\frac{1}{3}}r^2-3a^{\frac{2}{3}}r+2b+3a^{\frac{2}{3}}b=o.$
Arranging terms for convenience in factoring, we have,
(11) $r^3-b^{\frac{1}{3}}r^2-2b^{\frac{1}{3}}r^2+2b-3a^{\frac{2}{3}}r+3a^{\frac{2}{3}}b^{\frac{1}{3}}=r^2(r-b^{\frac{1}{3}})-2b^{\frac{1}{3}}(r^2-b^{\frac{2}{3}})-3a^{\frac{2}{3}}(r-b^{\frac{1}{3}})=o.$
Observing that $r^2-b^{\frac{2}{3}}=(r+b^{\frac{1}{3}})(r-b^{\frac{1}{3}})$, we have, by factoring,
(12) $(r^2-2b^{\frac{1}{3}}r-2b^{\frac{2}{3}}-3a^{\frac{2}{3}})(r-b^{\frac{1}{3}})=o.$
Considering second factor, we have,

(13) $r-b^{\frac{1}{3}}=o.$ Whence $r=b^{\frac{1}{3}}$, and $p=\frac{b^{\frac{1}{3}}}{2}$

Substituting this value of p in (6), we have

(14) $$q=\frac{\sqrt{2a^{\frac{2}{3}}-b^{\frac{2}{3}}}}{2}$$

Hence $z=\frac{b^{\frac{1}{3}}+\sqrt{2a^{\frac{2}{3}}-b^{\frac{2}{3}}}}{2}$ and $w=\frac{b^{\frac{1}{3}}-\sqrt{2a^{\frac{2}{3}}-b^{\frac{2}{3}}}}{2}$

Then $x=\frac{(b^{\frac{1}{3}}+\sqrt{2a^{\frac{2}{3}}-b^{\frac{2}{3}}})^3}{8}$ and $y=\frac{(b^{\frac{1}{3}}-\sqrt{2a^{\frac{2}{3}}-b^{\frac{2}{3}}})^3}{8}$

The other roots may be obtained by equating the first factor of (12) with o, and solving the quadratic. D. P. C.
W. Dedham, May, 1852.

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston*, } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston*.
C. J. CAPEN, ... *Dedham*, } { D. B. HAGAR, ... *W. Roxbury*,

EDUCATION IN NEW HAMPSHIRE.

We have just perused the recent message of Gov. Martin. We took it up not expecting to find anything in it very interesting or profitable, but we were happily disappointed. He gives us sufficient evidence in this document, of his disposition to promote the best interests of society. More than half of his message is devoted to *agriculture* and *education*, and however non-committal he may be on other matters, on these topics he speaks out boldly and manfully. He proposes an enlargement of the range of instruction in the common schools by the introduction of elementary works upon agricultural chemistry and physiology. He says that the common schools should be elevated to that standard of instruction which will impart all that scientific knowledge necessary in the ordinary walks of business life, and lay the foundation of an extended education.

His liberal and judicious remarks respecting the Board of Education, stand out in beautiful contrast with the Vandalism recently exhibited by the Legislature of the State of Maine in its action on the subject of education. His concluding sentences on these subjects are worthy of the State which places its glory in the production of *men*. He says,

> "No State can ever languish and retrograde in population, morals or wealth, when her agricultural interests are prosperous, and her educational advantages free, ample and accessible to all. Agricultural prosperity, knowledge, and virtue, are the sustaining pillars of a republican government, and should be cultivated and sustained by every friend of freedom."
>
> "I would suggest for your consideration, the propriety of *raising more money than heretofore, for the support of our common schools*—and also the establishment of an agricultural commission, for the benefit of that great department of our industry."

This is explicit and unequivocal. To our eyes it is a pleasing spectacle to see a democratic leader of the radical type unfurl the standard of *Educational Progress*. To the friends of popular education in New Hampshire, Gov. Martin's liberal views on the subject must be very gratifying. To the project of establishing a State Reform School, he gives his cordial approval. He believes such an institution would be productive of great good to society, by removing juvenile offenders from the

THE DISTRICT SCHOOL AS IT WAS — SCENERY SHOWING AND OTHER WRITINGS. BY WARREN BURTON, 1852. *W. D. Ticknor, Boston.*

THIS is a volume to be read. The author has a peculiar mind, but he is a man of genius. The *District School as it was*, is remarkable for the Daguerreotype pictures which it gives of an institution which has been the glory and is the hope of New England. Besides its life-like descriptions, it has the additional merit of presenting a view of the country customs, thoughts and feelings, as they were before the introduction of railroads had transformed our rural towns into the mere suburbs of cities. No American writer has produced a work more thoroughly characteristic of New England, or better fitted to give a just idea of the true elements of New England life.

The volume contains several other pieces, of which each one has peculiar excellencies. Among them, the longest is entitled *Scenery Showing*. It is a series of pictures—and they are as distinct as if on canvas—of what is most striking for beauty or sublimity in nature.

Mr. Burton has not had that circulating library popularity which inferior men sometimes possess, but in original powers manifested in a certain line, it would be difficult to refer to any of our writers who have surpassed him. Those who have not read his works, we advise to get this volume, and to give their first hour of leisure to its perusal. It is a book to be carried with one into the country, and to be read among the scenes which it describes.—*Exchange Paper.*

LECTURES *Delivered before the American Institute of Instruction, Vol. for* 1851. BOSTON: Ticknor, Reed & Fields.

THE subjects of the lectures in the volume before us are as follows: "Teachers' Morals and Manners;" "The Supervision of Schools;" "The Teacher in the Nineteenth Century;" "Importance of Moral and Religious Education in a Republic;" "The Manifestations of Education in Different Ages;" "On the Present Condition and Wants of Common Schools;" "Methods of Teaching Spelling;" and "Physical Education." The series of volumes published annually by the Institute comprises a very valuable body of educational literature. The volume before us is the twelfth of the new series, and we may safely say that it is at least equal to any of its predecessors, if not the very best of them all. Part of the expense of publishing being defrayed by the Society, its cheapness places it within the reach of every teacher. P.

PRIZE ESSAYS.

THE following Prizes for original Essays are offered by the Massachusetts State Teachers' Association: —

To the members of the Association, for the best essay on "The Self-improvement of Teachers," a prize of *fifteen dollars.*

To the female teachers of the State, for the best essay on "Moral and Religious Instruction in Schools," *fifteen dollars.*

Each essay should be accompanied by a sealed envelope containing the name of the writer; but no envelope will be opened except those which accompany the successful productions. The essays must be forwarded to the Secretary, Charles J. Capen, Esq., of Dedham, on or before the first of October, 1852. The prizes will be awarded by an impartial committee; but no prize will be awarded to any production that is not deemed worthy of a prize. The successful essays will be regarded as the property of the Association.

W. H. WELLS, *President.*

Newburyport, Dec. 18, 1851.

PRIZE CIRCULAR.

TWO prizes, one of ten dollars and another of five dollars, have been offered to the lady teachers of Norfolk County for the best essays on some educational subject: "The Management of Primary Schools" is recommended as one worthy of attention. The essays should be sent to the subscriber by the first of November, over a fictitious signature, accompanied by a sealed envelope containing the name of the author.

CHARLES J. CAPEN,
Secretary Norfolk Co. Teachers' Association.

Dedham, June 18, 1852.

BROWN UNIVERSITY.

THE annual Commencement of Brown University will occur on the 14th of July. On Tuesday the 18th, at 11 A. M., Rev. G. W. Bethune, D. D., of Brooklyn, N. Y., will deliver the oration before the Rhode Island Alpha of the Phi Beta Kappa Society. The annual address before the Society of Missionary Inquiry will be delivered on Tuesday evening, by Rev. Mr. Kirk, of Boston.—*Providence Journal.*

The present number has been prepared by the Resident Editors, in consequence of the protracted illness of Mr. Hagar, which has prevented him from attending to its preparation.

BRIDGEWATER STATE NORMAL SCHOOL.

The next term of this school for teachers, will commence on Wednesday, the 4th of August, 1852..

Hereafter classes will be received but twice a year. Circulars containing the rules of the school, may be obtained by application to

N. Tillinghast, *Principal.*

Bridgewater, June 1, 1852.

The next annual meeting of the American Institute of Instruction will be held in the city of Troy, N. Y., on the 6th, 7th and 9th of August. Tickets will be furnished at one half the usual price, to those who go from Boston over the Western Road to attend the meeting. The tickets may be obtained at the book store of Ticknor & Co., 135, Washington street.

The arrangement for the meeting, announced in our last number, was changed in consequence of the refusal of the railroad corporations south of New York to make the usual reduction of fare.

The American Association for the Advancement of Education, will meet at Newark, N. J., on Tuesday, the 10th of August, at 10 o'clock, A. M. The arrangements are such that persons from the vicinity of Boston may attend this meeting, after the meeting of the Institute at Troy, and return on the free ticket.

The seventh annual meeting of the New York State Teachers' Association will be held in the village of Elmira, Chemung Co., commencing on the first Wednesday of August next, at 10 o'clock, and continue at least two days. "The subject of establishing a State Board of Examiners, with Auxiliary County Boards," is one of the topics for discussion. Fare from the city of New York and back, $5.00. A large delegation of teachers from Ohio propose to attend. Who will meet them from the East?

The semiannual meeting of the Ohio State Teachers' Association will be held at Sandusky, July 7th.

PUBLICATIONS RECEIVED.

Elementary Latin Grammar and Exercises. By Dr. Leonhard Schmitz, F. R. S. E. Philadelphia: Blanchard & Lea. 1852.

History of the United States of America, on a plan adapted to the capacity of youth. By Charles A. Goodrich. To which are added the Constitution of the United States and the Declaration of Independence. Boston: Jenks, Hickling & Swan. 1852.

The School Chimes: a Collection of Songs and Pieces for Schools, Juvenile Classes and School Exhibitions. By B. F. Baker and L. H. Southard. Boston: Wilkins, Carter & Co.

A Practical System of Bookkeeping by Double and Single Entry. By B. Wood Foster. Boston: James French. 1852.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 8.] CHARLES HAMMOND, Editor of this Number. [August, 1852.

EDUCATION.

No subject is more commonplace than that of education; unless it be religion. But because both of these topics have become trite, they are not the less important, having respect, the one, to the highest welfare of man for time, the other, for eternity. It is not to set forth what is new, that we so often discuss themes which have called forth the best thoughts of the best men in all ages; for "there is nothing new under the sun;" but we engage in such topics to keep up an ever-living interest in what are among the oldest realities of which men are conscious; and to waken in the passing generation, to which we belong, deeper convictions of duty to be performed, than have heretofore existed, in relation to the claims of that generation which is next to succeed our own.

When truth finds expression every where in such common popular maxims, as that "Knowledge is power," or that "Education is the best defence of liberty," we have sometimes thought that it is somewhat shorn of its power to move the sensibilities of men, by the very fact that the truth in such forms is universally received. Faith in the truth, sometimes, is so unproductive of good fruits, as that it becomes dead; and this differs not much from unbelief. The very formularies of truth sometimes partially conceal the truth, so that while the lips speak knowledge, the soul is not enlightened with wisdom. The adaptations of truth to the wants of practical life are not seen, or else the semblance of truth is mistaken for the substance. Hence it is that Education as well as Religion, whose handmaid she is, suffers so much from the folly of pretended friends, who professing themselves to be wise, are the veriest victims of delusion. Still no serious danger is to be apprehended. It is well sometimes, that truth shall be questioned for her evidences, that opposition be made so as to call for a triumphant defence; and even if some of the important principles of truth should be for a time lost to the world, their re-discovery may give to what is now commonplace, the great advantage of novelty, to waken enthusiasm in the public mind.

In these latter days, the ideas which in the ancient and mediæval ages were the exclusive property of the learned, have become popularized, so that it is not uncommon to hear from the lips of a child in the common school, statements of truth which once were unknown to the wisest philosophers. But it does not follow, that such knowledge makes a wise child, or has that tendency, unless it is laid hold of by the reason of the learner, and becomes a part of his intellectual character.

The value of education, in respect to its ultimate uses, is sure to be found out by him who possesses it; and the estimation of this value by those able to judge of it has been the same in every age. They who are unlearned, judge falsely of the uses of learning, some by an over-estimate of what is of little importance; and others, by far the greatest number, wholly misjudging and underrating the real benefits of learning.

It is the glory of our days, to witness vigorous efforts to extend as far as possible a knowledge of the rudiments of learning. In former ages, even while learning had most earnest votaries, and the boundaries of knowledge were greatly enlarged, still the popular mind, without a knowledge of the rudiments of learning, remained dark as ever. The light shone brightly in the schools and cloisters, but only for the favored few. It is not so now, at least, with respect to the elementary branches of education: a knowledge of which becomes a key to unlock all the treasures of wisdom, and it should be placed by every enlightened state, in the hands of every one of their subjects. In our own land, we may expect with confidence, that the support of the schools designed for the rudimental education of the whole people, will always be maintained. It is the glory of our own Commonwealth, that the education of all her sons and daughters has been her policy from the beginning.

The means of education, in the providing of teachers, and the entire apparatus of instruction, are of priceless value if the end of all be attained; otherwise they will be of but little service, even to the learner himself.

It should therefore be considered as an object of the highest importance, not only to extend the benefits of popular education, but to improve *the quality of it*, that the fountains of elementary knowledge may be free and constant as the streams that glad den every vale, and made productive of the greatest amount of good.

When Wordsworth said

"The child is father of the man,
And I could wish my days to be
Bound each to each by natural piety,"

he expressed in the seeming paradox of the first line, a perfect theory of education, while in the beautiful sentiment of the appended wish, he has recognized his own deep indebtedness to his early training for all that he afterwards became. As there is a natural sentiment of "piety," in the classical sense of the word, existing between parents and children, so, also, is there a most intimate relation of the mind to itself in its earliest and latest periods of development; and therefore the mature mind must ever look back with reverence and deep affection to the influences that kindled its first inspirations and cherished its early growth, and at length formed its latest character, if that character be one of merited self-respect.

We might expect that the author of the Prelude, the noblest tribute to education in modern times, would never desire to forget the days when as he tells us

"——— meadow, grove, and stream,
The earth and every common sight
To me did seem
Apparelled in celestial light,
The glory and the freshness of a dream."

We might well expect that the days of his youth and the days of his latest years would be "bound each to each" in the closest bonds of association and grateful recollection. But the words of the great poet, though so true in relation to the history of his own intellectual culture, and of all who like him were early trained for the noblest manly duties, are not true of those whose education has not been conducted with a proper end and aim, viz.: a preparation for the active duties of life in this world, and for admission, at last, into the immortal kingdom of God. Without such an aim, no real manhood of the mind is ever attained. It remains always a "child."

A distinguished living divine has said, that the end of Education is that the "pupil may obtain thereby the possession of himself." He, then, is perfectly educated who is a complete master of his own powers, and is able to exercise those powers with proper judgment for "the glory of God and the relief of man's estate," which Lord Bacon has said is the "last or farther end of all knowledge." On this point the wisest men of every age agree, that mental discipline is the end of all proper study. This was the opinion of Cicero when he tells us that the methods and discipline of letters are needed to form and embellish a noble nature.* This shows us the difference there is between education and instruction, which are often in the popular understanding regarded as one and the same; but which differ from each other, as wisdom and knowledge differ, the one having respect to the attainment of wisdom, or the right use and ready exercise of the powers of the mind; the other is needed, to be sure, to impart knowledge, but is of use only on condition that the mind is disciplined to receive and apply it, and is thereby brought "to real thoughtfulness such as alone gives wisdom."†

If the great end of Education be mental discipline, then the utmost care should be taken in the selection of studies which are to be employed for this purpose; and especially is this the case in relation to all the elemental schools supported by the public funds. Inasmuch as the time for school privileges is very limited to the great majority of those who attend the public schools, the most of it should be employed on the severe studies, or those which require the closest application to master them; while very little, should be appropriated to what some are pleased to call practical and ornamental branches; not, surely, because they serve to embellish the scholarship of those who study them. Our experience has led us to the belief, that the poorest scholars in the lowest grades of schools and academies, are most anxious to study such branches; while in the college and university the idea of a practical study, in distinction from one which is disciplinary, if properly attended to, is unknown. If, in the course of instruction prescribed for the highest seminaries of learning, nothing is deemed important, unless it aids in the work of mental discipline; surely the advocates of popular education should be slow to admit a theory of education, which dispenses with any study, because some students find it difficult and make but little progress in it.

We know that there are earnest advocates of an entire revolution in our whole system of education, embracing all grades of schools, from the primary school to the university; and this movement is based upon the idea that a great part of the present course of elementary instruction is too rigid and impractical, and therefore unproductive of good. On this ground, more than one plan of a university has been formed in our own country, and we have been requested for letters of recommendation to an institution, nominally of the highest grade, where little or no *preparation* for admission was required, except what may be obtained in an English school.

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* Cum ad naturam eximiam et illustrem accesserit ratio quaedam conformatioque doctrinae, tum illud nescio quid praeclarum ac singulare solere existere. —*Archias* 7.

† Rare as knowledge is, wisdom is rarer, and knowledge, unhappily, can exist without wisdom, as wisdom can exist with a very inferior degree of knowledge.— *Dr. Arnold's Sermons on Christian Life.*

The experience of centuries as to the utility of the classics as a means of mental discipline, is thus seta side, and the want of good reasons for this innovation is supplied by bold assurances of progress in the cause of education by saving the time and the toil of the student, and by substituting a system of instruction more extensive, more practical and more strictly adapted to the wants of American society. The reasons offered in defence of this system, when examined by those tests which determine the value of all genuine education, furnish the strongest possible objections to the proposed innovations, into whatever grade of schools they may be introduced. Experience would never have sanctioned, for so many ages, the courses of study pursued in all the best schools in Europe and this country, if the great end, sought for by the wisest men, had not, by this means, been secured, viz.: the sure and safe development of man's moral and intellectual nature. Education bestows its benefits on all who seek for them with impartiality. Her methods and formative influences are as useful for one pupil as another, in proportion to the time and effort employed in searching for the treasures she offers to all who seek for them. As there is no royal road to Geometry, or to any other of the noble sciences, so there is no republican road to the inestimable benefits conferred by such studies. The minds of princes and common men, alike need to be molded by the methods and forms of Geometry and other analytical studies, to prepare them for correct and vigorous thought.

The true friends of sound learning are those who labor to *educate*, rather than to *instruct*, the young; to draw out the native energies of the mind, that it may think for itself, rather than to pour in the thoughts of others; to discipline the mind by severe studies, that it may become its own teacher, and gather up such knowledge as it needs, so long as it has the power of thought and reason.

They, on the other hand, are doing sound learning incalculable injury, who would exclude from our seminaries, of any or every grade, those studies, heretofore in all ages considered as formative or disciplinary, and would substitute what, by the most arrogant assumption, are, by themselves, called *practical* studies. The standard of good scholarship is lowered by such means, and what is worse, they who suffer most do not find it out till it is too late to remedy the mischief; when they find that instead of being well educated, as they had supposed, they are only the victims of a most miserable empiricism.

" Studies," said Lord Bacon, " teach not their own use, but that is a wisdom without them and above them, won by observation." Such is not the judgment of many at the present day, who would seem to be wiser than the author of the Inductive Philosophy. It often happens that most important branches of study are excluded from a course of mental training, because the parent or patron, or perhaps the pupil himself, sits in judgment upon the *utility* of the studies in question—and the teacher, instead of doing that work which of all others he ought to be competent to do, that is, to direct the method of study, is made the servile instrument of wayward and self-sufficient school committees, or perhaps left to the mercy of his pupils, who are allowed by their parents to select their own studies, and thus to do that which if they could do intelligently, would preclude the need of all study, since he only can know the value of any study, especially as a means of discipline, who becomes a master of it.

Every man of mature mind, who has been well educated, becomes conscious, sooner or later, of a change of views as to the real value of his school training. If it was of the right kind, he will never regard it with indifference or contempt, but will prize it more and more the longer he lives. But as to the question, in what the real *utility* of his school-boy exercises consisted, he will have a judgment modified by the practical uses of learning in his intercourse with the world. He will say "When I was a child I understood as a child, but when I became a man I put away childish things." For reasons once faintly seen "as through a glass darkly," or not seen at all, but now clearly comprehended, will he prize the studies of his youth; and what once seemed the driest and most unpromising of good, now bears the richest fruits and calls for sentiments of deepest gratitude to his instructors—while the very reasons which once appeared satisfactory, and became to him the strongest impelling motives, have lost their hold upon him, so far, as that he may even have forgotten that he was ever affected by them. It is, indeed, of very little consequence, what the views of young persons are, as to the immediate or remote uses of their studies, when those very judgments, with all their urgent impulses, are so soon to be displaced by that wisdom which the experience of life is sure to teach.

When the architect has reared a beautiful temple, and the embellishments are all affixed, and the top stone is laid, the scaffolding that surrounded the structure in the process of erection is removed, and the form and fashion of it is forgotten. But no one believes the temple could have been reared without the scaffolding, and in proportion to the size and strength of the temple, must have been the perfection of all the means and agencies employed to give beauty and durability to a work designed to receive the admiration of successive generations of men. Such is the work of the teacher. He, like the architect, labors chiefly that the welfare of others may be promoted rather than that his own plans and methods of service may be commemorated. And yet he will not be all forgotten. His work pertains to the structure of the great social fabric,—a work more noble and enduring than the proudest temple or monument. If he lays the foundations with stones "tried and precious," his service, though neglected by the thoughtless and busy crowd, will still be remembered by the few, who will award the tribute of a grateful appreciation.

WORDSWORTH'S TRIBUTE TO THE TEACHING OF HIS MOTHER.

——— "Early died
My honored Mother, she who was the heart
And hinge of all our learnings and our loves;
She left us destitute, and, as we might,
Trooping together. Little suits it me
To break upon the sabbath of her rest
With any thought that looks at others' blame;
Nor would I praise her but in perfect love.
Hence I am checked; but let me boldly say,
In gratitude, and for the sake of truth,
Unheard by her, that she, not falsely taught,
Fetching her goodness rather from times past,
Than shaping novelties for times to come,
Had no presumption, no such jealousy,
Nor did by habit of her thoughts mistrust
Our nature, but had virtual faith that He
Who fills the mother's breast with innocent milk,
Doth also for our nobler part provide,
Under His great correction and control,
As innocent instincts, and as innocent food;
Or draws for minds that are left free to trust
In the simplicities of opening life,
Sweet honey out of spurned or dreaded weeds.
This was her creed, and therefore she was pure
From anxious fear of error or mishap,
And evil, overweeningly so called;
Was not puffed up by false, unnatural hopes,
Nor selfish with unnecessary cares,
Nor with impatience from the season asked
More than its timely produce; rather loved
The hours for what they are, than from regard
Glanced on their promises in restless pride.
Such was she—not from faculties more strong
Than others have, but from the times, perhaps,
And spot in which she lived, and through a grace

Of modest meekness, simple-mindedness,
A heart that found benignity and hope,
Being itself benign.

My drift I fear
Is scarcely obvious; but that common sense
May try this *modern* system by its fruits,
Leave let me take, to place before her sight
A *specimen* portrayed with faithful hand.
Full early trained to worship *seemliness*
This model of a child is never known
To mix in quarrels; that were far beneath
Its dignity; with gifts he bubbles o'er
As generous as a fountain; selfishness
May not come near him, nor the little throng
Of flitting pleasures tempt him from his path;
The wandering beggars propagate his name,
Dumb creatures find him tender as a nun,
And natural and supernatural fear,
Unless it leap upon him in a dream,
Touches him not. To enhance the wonder, see
How arch his notices, how nice his sense
Of the ridiculous; not blind is he
To the broad follies of the licensed world,
Yet innocent himself withal, though shrewd,
And can read lectures upon innocence;
A miracle of scientific lore.
Ships he can guide across the pathless sea,
And tell you all their cunning; he can read
The inside of the earth, and spell the stars;
He knows the policies of foreign lands;
Can string you names of districts, cities, towns,
The whole world over, tight as beads of dew
Upon a gossamer thread; he sifts, he weighs;
All things are put to question: he must live
Knowing that he grows wiser every day,
Or else not live at all, and seeing too
Each little drop of wisdom as it falls
Into the dimpling cistern of his heart.
For this unnatural growth the trainer blame,
Pity the tree. Poor human vanity!
Wert thou extinguished, little would be left
Which he could truly love; but how escape?
For ever as a thought of purer birth
Rises to lead him toward a better clime,
Some intermeddler still is on the watch
To drive him back, and pound him, like a stray,
Within the pinfold of his own conceit.
Meanwhile old grandame Earth is grieved to find
The playthings, which her love designed for him,
Unthought of; in their woodland beds the flowers

Weep, and the river sides are all forlorn.
Oh! give us once again the wishing cap
Of Fortunatus, and the invisible coat
Of Jack the Giant-Killer, Robin Hood,
And Sabra in the forest with St. George!
The child whose love is here at least doth reap
One precious gain, that he forgets himself."

PRELUDE, Book V, page 117.

THE RANK OF THE PROFESSION.

It is a common thing for men to meet to admire their own profession, and to assert its superiority over all others. Upon such occasions, each profession is shown, *nemine contradicente*, to be the Atlas which bears up the world upon its broad shoulders. Nor is there a pursuit which has not its admirers. Wordsworth seemed to have considered the business of the peddler the one best fitted for intellectual and moral culture, probably thinking, that the spiritual would rise in proportion to the pressure of the pack upon the physical, and that he would pursue the journey of life better, after a long and painful experience of the turnpike. Perhaps it would not be difficult to conceive of a convention of chimney sweepers, listening complacently to some gifted brother discoursing of the advantages of the business, in affording opportunities for reflection, in raising them often above the world and "the rest of mankind," and in giving them so much experience of the hollowness and darkness of the world. There is, too, in the case of every profession or pursuit, a wide difference between the *ideal*, as painted by ardent and noble minds, and the *real*, as viewed by practical common sense. The real farmer often recognizes neither resemblance nor relationship to the portrait in the agricultural address. The high-minded lawyer talks of, and basks in, "the gladsome light of jurisprudence," but his brethren are too often found winding their way through the dark passages of chicanery.

It is quite obvious that our own profession forms no exception in these points. It is not uncommon to discourse at length, in conventions, of the "dignity of the profession;" and the other professions, if not voted entirely superfluous, are allowed only a subordinate place, and tolerated on condition of good behavior. And while the voice of Teachers' Conventions is unanimous in maintaining the rank and dignity of the profession, there is much practical unbelief upon the subject, and possibly some misgivings on the part of teachers themselves.

It is hardly worth the while to quarrel about the rank or proper field of a profession, while every honorable profession ranks so high, and while, for each, there is so wide a field. And yet the power of a profession depends very much upon the estimation in which it is held by the public. While despised or lightly esteemed, any profession is shorn of its strength. It is of some consequence, then, that we understand the rank of our profession, and, so far as it is in our power, give to it the place it deserves.

It is hardly too much to say that teaching ought to hold the highest rank in public estimation. There is no profession which in its influence reaches so wide and embraces such important results. To this profession is committed the task of awakening the young mind to a world of beauty, opening to it the treasures of knowledge, directing it in the path of wisdom, and shaping it for glory, honor and immortality. Its influence follows the child into the years of manhood, determines his position in the world, and controls destinies even beyond this life.

But even these claims have never enabled the profession to maintain a high rank in the estimation of mankind. There is needed, to give to the profession its true place, an age which can understand and feel intellectual and moral power. The world has been ruled, hitherto, too much by brute force. While the strong arm and the good sword were omnipotent, and men were dazzled by the splendor of military achievements, the minstrel and the bard, the only schoolmasters tolerated, were content to occupy the humblest place, and were satisfied with a momentary applause as they wandered from castle to castle. The world will give to the Teacher his rightful rank, only when mankind have ceased " to bestow more liberal applause on their destroyers than on their benefactors," and have learned to appreciate what they have hitherto been unable to comprehend. But we are not disposed to throw all the responsibility upon " the Age," or join every crazy Reformer and unappreciated Poet, in denouncing an object so indefinite, and, apparently, so indifferent to praise or blame. How far Teachers are responsible for the world's opinion, is a point of infinitely more practical importance. At this day, any profession will hold a high rank if its members are high-minded, earnest and faithful men; and no profession, however much of intrinsic nobility it may possess, or however well disposed the world may be to appreciate it, will be honored or respected, if its members are unworthy of honor and respect. Teachers themselves are chiefly responsible for the rank of their profession. And, without slandering the fraternity, it may be said that Teachers have been, in some respects, at fault. It can hardly be denied that as a body Teachers exert little direct influence in the practical affairs of life. They too often exhibit an ignorance of the world and of practical affairs, a narrowness of mind, and a lack of commanding intellectual power. Most Teachers are found to possess various idiosyncrasies and peculiarities which afford to the world a fund of amusement. Consequently the Teacher figures largely in the novel, and in the tea-table gossip,—in the former, as a sort of clown, in the latter, as the victim of those " whose tender mercies are cruelties." It is true that to the Teacher of many a village has been assigned a position second only to that of the minister, and often has the wonder been,

> " That one small head could carry all he knew."

But the distance which " lends enchantment," has not separated the schoolmaster like the minister from the people, and, upon a microscopic examination, a multitude of faults have been detected. It is true that these faults are easily accounted for, and many of them, perhaps, quite excusable. In watching over others, it is not strange that the Teacher should forget himself. In going over and over again the first steps of childhood, the Teacher loses the gait of manhood; or if he do not, his walks give him no additional strength. The case of the small proportion, who serve as guides up the Alps of learning, is far better, but it is to be feared that they, after a time, generally succeed in making a beaten track, along which they walk with an ease which does little to develop mental strength. The men of other professions are brought into contact with their equals, and are stimulated to mental activity. But the Teacher is in a great measure deprived of this stimulus, and, isolated from his equals, he finds himself ignorant of the world and his fellow-men. If, like Mr. Churchill, he cherishes high purposes and is capable of great things, his time is frittered away by petty cares and vexations, his physical energies exhausted by wearying toil, his mind accustomed to move at a pace and work in a manner which unfits it for great mental undertakings, and

> " The flighty purpose never is o'ertook."

It cannot be doubted that these tendencies which lower the rank of the profession, may be counteracted. We are all familiar with instances where the good teacher is also the finished scholar, the accomplished gentleman, and the evenly developed man. To make all such, Teachers need a wider and more generous culture, a better acquaintance with men and the world, and the inspiring influence of a true and elevated view of the business of teaching.

It is commonly thought that a Teacher needs only to study any branch to be able to teach it, and that to him all studies are superfluous, save those he may be called upon to teach. But every branch of study is so connected with others that, when separated from them, and from the parent trunk, it is barren and can never be cultivated with success. The Teacher falls far short of his duty, who by a system akin to the principle of the forcing pump, only drives into the head of his scholar any number of pages from the text-book. He should present the truths he teaches in so many forms, and with such a variety of illustrations, that they shall fix themselves in the memory and become,—like the impressions which after long years are vivid as the scenes of yesterday—a part of the very life and being. He should possess the true Philosopher's stone, which transmutes everything into intellectual gold, and he should be able to point the eager, earnest spirit, to the treasures concealed in every flower, and spread, with lavish hand, throughout the wide universe around him.

The Teacher needs, too, a better knowledge of men, of the affairs of government, the leading principles of law and the practical business of life. He can, and ought to acquire, that general acquaintance with such affairs, which will enable him to meet business men on their own grounds, or impart instruction upon such subjects, or exert a controlling influence in public affairs.

But the Teacher needs, perhaps more than anything else, a truer and higher view of the duties of his office. He needs no fanciful idea or vague generalities of the "dignity of the profession." It is only the rational view of a true and earnest spirit. It is a view which will transform what is called drudgery into a pleasure, which will give to each day and hour an interest, and which shall see in the "winged words" which issue from the lips, ministering angels which shall do their office when those lips are sealed in death. It is a view which will make a man ever earnest, faithful and active, and will do much to counteract all those tendencies which weaken the power of the teacher, and make him an anomaly in the world. When teachers do their part, we may be sure that the world will be ready to acknowledge the "Rank of the Profession." J. H. T.

"OUR PATH IS NOT BACKWARDS, BUT ONWARDS."

This thought is expressed very beautifully in lines as wise and true as they are poetical:

Grieve not for these, nor dare lament
 That thus from childhood's thoughts we roam;
Not backward are our glances bent,
 But forward to our Father's home.
Eternal growth has no such fears,
 But freshening still with seasons past,
The old man clogs its earliest years,
 And simple childhood comes the last."

Burbidge's Poems, p. 309.

TEXT-BOOKS AND SCHOOL STUDIES.

The multiplicity of text-books and the facility with which they are introduced into our public schools, have become an exceeding great evil, and call loudly for redress and reform. The manufacture of school-books is now a trade by itself, having about as little to do with the progress of letters, and the sympathies of men of education, as the making of Bristol clocks, or Waterbury penknives. Fortunes are made by the sale of a popular primer. Authors are employed by school-book publishers, to write, at short notice, any work, on any, or on all the natural sciences, for the "use of common schools." Geographies and grammars are made to order as cheap as Pindar's razors, and a boy in these days expects to have a new treatise on Arithmetic about as often as he has a pair of new boots. The art of writing recommendations has become a science; they are published by the pamphlet, and a column or two of every newspaper is devoted to this species of literature, besides. We have even been favored with thick half-bound volumes, made up entirely of the "puffs" of Presidents and Professors of Western colleges, and heads of high schools, without number, all written on the principle that

> "He that peppered the highest was surest to please."

The booksellers find it for their advantage, as well as for the advantage of sound learning, to establish a system of colportage; and agents, bred to the business, and profoundly versed in the mysteries of school-keeping, and the above-mentioned science of "puffery," bring the various modes and appliances of the system, to bear, with surprising effect, on amiable clergymen and supple school committees; and the "new books" must be introduced, at least for a period not less than six months, nor more than two years, at the longest; for by that time the best book becomes antiquated, the agent again appears with "improved editions," and with the most gracious leave of the minister and school committee, he proceeds to levy a new contribution for the benefit of the school-book publishers.

This sore tribute, under which all the schools of the land are brought, is not limited to the introduction of elementary books in the common branches of instruction. Treatises are prepared for the "use of common schools and academies," on all the studies of the college curriculum; and as somebody has been at the pains of preparing them, and the agents have introduced more or less into every school district, for "the use" of the schools, why should they not be "used," even by those who have as yet hardly learned how to spell? And the absolutely essential branches of an elementary education, must in good part be thrust aside to make room for these impertinent studies. Thus, a common school teacher is expected to be a Professor of Natural Philosophy, and Chemistry, and Anatomy, and Botany, and Astronomy, and Geology, to say nothing of Algebra and Geometry. We are anticipating, every day, that the book-agents will bring along a "First Lessons in Conic Sections, for the use of Common Schools;" and the "First Principles of Analytical Geometry," with an introduction to the Calculus, for the "use of Common Schools;" and a Treatise on "Agricultural Chemistry, with Experiments on the Analysis of Soils, according to the methods of Liebig and Fresenius, adapted to the 'use of Common Schools,' and highly recommended by Prof. A. and Dr. B., and Rev. Mr. C.," &c.

All this system of monstrous folly most be received and supported with the plaudits of the press and a skilfully trained public sentiment; for what is a plainer question than this: are not all these studies "useful" studies? and does not history tell us that "Agesilaus, King of Sparta, when asked what things boys should learn, replied, those which they will *practise* when they become men"? Indeed he did; but he *never* said, "that all things which men may practise, should be learned by boys."

One cause of the great increase of text-books, is the vanity of authorship, and the facility of gratifying that vanity, in these days of printing by steam. One would suppose, however, that an honor so easily won as the printing one's name on the title-page of a new text-book, was not of much consequence. Ten years ago, a distinguished teacher, and the author of a really excellent Treatise on English Grammar, introduced us to a library of *three hundred* English Grammars, and informed us, that on an average, about *thirty* new treatises on that subject were published per annum. If, when he had published his own work, which contained the substance of most of its predecessors, the fate of the Alexandrian Library had befallen the remainder, the literary world, so far as the matter of English Grammar was concerned, would have had little occasion to regret the loss. The time has been, when, by the common people, that man was deemed a prodigy, who could write a new arithmetic or make an almanac; and the name of Nathan Daboll was by all the tyros regarded with as much reverence as that of Isaac Newton. That day has gone by, and the charm of authorship has lost its power to excite wonder.

Another reason, and one not without some weight, is the aid which a teacher receives from the use of his own text-books, by his own pupils. When a new school-book is published for this reason, if it does not furnish proof of the teacher's ability, it does, at least, give evidence of his devotedness to his calling;

and this is a matter of much advantage to him. But beyond the limits of the teacher's personal presence and influence, the advantage of a method, which belongs to a particular teacher, will not ordinarily be very great.

This leads us to mention, as a third reason, why we have such a profusion of class-books in every branch of elementary instruction, both in the English and Classical schools of this country. This reason is, the abuse of what are called the *methods of teaching*. The improvements of the day are said to be mostly in the discovery of new and better methods. It is too much taken for granted that whatever is new is an improvement; and it is not considered, as it ought to be, that there may be *an abuse* of what some call method, whereby the mind is prevented from the best and most vigorous exercise of all its own powers. There is a degree of confusion as to what is strictly meant by the term; so that the natural method of a particular science is often confounded with the modes of teaching that science. There is a method, belonging to every science, which ought always to be exhibited in a work devoted to its elucidation. Thus, in Geometry, it would not be in accordance with the natural method, to reverse the order of the books of Euclid, or in Arithmetic, o treat of Roots and Powers before the fundamental rules; or in English Grammar, to reverse the usual order of the parts of speech in Etymology. So, also, there is a method or *methodology*, as it has been called, with a sense more comprehensive, which by the Germans is regarded as a science by itself. "It denotes that system of rules which directs the pupil into the right method of study," and is of use, rather in professional than in elemental studies. It presents a summary view of the fundamental ideas, principles and maxims, or rules, which pertain to the most successful mode of prosecuting study. It is a science "to guide the student in his academical course, to show him the right method of attaining his object, and warns him against the circuitous and wrong methods which he might be tempted to pursue."* No one can doubt the exceeding great utility of this kind of method; or fail of perceiving the need of it, in planning a proper course of study, even in the primary schools —for it pertains not to one study only, but to the mutual relations of all the studies proper to be introduced; and we suppose that it is to subserve this great want, more than all others, that our Normal Schools have been established by the Commonwealth.

But much is said of improved methods of teaching, in apologies for publishing new text-books, which has nothing to do with the scientific nature or relations of what is to be taught.

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* Bibliotheca Sacra, Vol. 1st, page 179. Remarks on the Theological Encyclopædia and Methodology of Prof. Tholuck, of Halle.

By method, is meant simply a mode of illustration, which a particular teacher has employed with success; and which he would elucidate by writing a book, leaving out of sight all other modes. Now "of making many such books there is indeed no end," since in imparting instruction, we have, fortunately, many good methods, more than *one* of which should be familiar to the teacher, as it is most certain he will often find occasion to vary the form of his instructions. To prepare a text-book, therefore, so as to contain little else than one form of illustration, would leave little for the invention and industry of the student to accomplish, especially if, as is often the case, we find a particular method so abundantly supplied with helps as to save the learner from all intellectual toil or application. Thus we find many of our most popular Arithmetics filled to repletion with "leading questions" to all the rules and principles, and the problems supplied with suggestive "answers;" and, as though a most noble science was not sufficiently emasculated by this process, an edition of "keys" is furnished, sometimes surreptiously, and sometimes by the author himself, for the "use of teachers," and for every lazy student who has wit enough to know the road to the bookstore.

Such books cannot be truly said to be *studied*, in any honest sense of the word "*study*." For all the purposes of mental discipline, a good newspaper, or "Uncle Tom's Cabin" might be as well made use of. The rude methods of our not very remote ancestors are better than some of our modern mental-labor-saving modes of study—when the teacher gave out his own problems, and made his pupils first solve them, and then write the solutions in their foolscap folios.

We do not deny great merit to certain celebrated methods of instruction, as those of Pestalozzi, Ollendorff and others; but we maintain, that no one method, neither the "inductive," or "productive," or "deductive" method should be exclusively employed in instruction, any more than that the Socratic method of argument only should be made use of by dialecticians, because it was so effective as used by Socrates himself. The wise instructor must be able to use both the analytic and synthetic processes, either separately or together, as occasion may need, if he would produce the best results of scholarship and mental culture. We think that of late the analytic method has been carried to an extreme, especially in the preparation of classical school-books. But why is it not as important to know the resemblances of things as well as their differences? certainly the power of ready generalization is one of the highest results of mental discipline, and classification is the aim of all science, and the analytic method is useful, chiefly, because it separates the incongruous and confused materials of knowledge, to be woven into a texture of perfect form and beauty.

It is readily admitted, that most excellent books for instruction in elemental branches have been prepared within the last few years, by teachers acquainted with the wants of the school room, and the wants of the youthful mind. Let due praise be given to such as have furnished so great a rarity as a good text book,—and we are sure this honor is deserved by some worthy authors, whose works are not appreciated as they ought to be, while others enjoy unbounded popularity, without any substantial claim to public favor. The bare fact of popularity is no test of merit with school-books or politicians, in the times on which we have fallen.

It is, indeed, a work of responsibility requiring a rare combination of talent and good sense, to write a good text book for practical use. It is a task which many of the best instructors cannot perform. Some have failed badly in attempting it, without any discredit to themselves, however, as practical teachers. It needs more than high attainments in the science of which the book treats. The best mathematicians may not write the best arithmetic for beginners—just as men high on the roll of college honors, may be poorly qualified to teach what they well understand themselves. Nor does it follow from this, that none but common school teachers can prepare books to meet the wants of common schools, even though nothing should be contained in them which every teacher ought not to be able to understand. A good text-book for elemental instruction ought not to be too profound, so as to be above the capacity of learners. Nor should it bear the stamp of singularity. It is no place to introduce what is fanciful or fine, or. for literary oddities or quiddities to appear. If, for instance, it were possible to write a new arithmetic, with entirely new rules and demonstrations, and furnished with problems of such Protean properties, as to illustrate not only arithmetic, but geography, mechanics, astronomy and a dozen sciences besides,—still, the author of such a work had better not publish it for "the use of the schools" of *this* generation. If there be any valuable originalities, which will abide the test of time, let him, with becoming modesty, commit them, as Lord Bacon did his fame, to the "next ages." As for all the youth now connected with all our schools, they are in famishing need to be instructed in those very elements of mathematics and other useful studies, that are as old as Archimedes, Pythagoras and Euclid.

A good text-book is distinguished for a judicious selection of topics, for a transparent and natural arrangement, for precision and accuracy in the statement of rules and principles, for the simplicity and directness of its methods and illustrations, and for the clearness and purity of its style. The author must have the rare gift to say just what is necessary, and not one word more. In many of these characteristics of a good text-book, the Algebra of President Day is a model treatise. That this work has no defects, is not pretended, and that it does not meet the present wants of that class of institutions for whose use it was at first prepared, is evident from the fact that the venerable and learned author has an improved edition nearly complete. President Day did not aim to write a profound treatise, for at the time it was written, Algebra was a study almost unknown in this country, even in the highest institutions, and he therefore aimed to teach the elements of that science to those who did not understand them. In the happy accomplishment of what was wanted at that time, he realized our ideal of what is a perfect text-book in every branch of school study—that it shall answer the purposes of an elemental treatise, so far as to be all the learner needs to introduce him to the higher departments of that study of which it treats.

Can such elemental treatises be introduced generally into the public schools? and through whose agency can it be done? are questions of great importance to teachers and to the community. They are chiefly important, not because there is an enormous waste of money in publishing what is worthless for educational purposes; but because the precious time of teachers and pupils in the public schools is a treasure which the Commonwealth cannot afford to lose.

In the great work of redressing the evils complained of, teachers themselves are chiefly responsible. None can so well judge of the apparatus of instruction, as those who use it. It is their prerogative, and not that of school committees or book agents, to say what books should be used and what studies should be pursued. Let teachers in their county and state associations take up the subject, as one which is clearly within their province, and as one which greatly concerns them. Above all, let our Boards of Education attend to this matter, as one of the highest moment to the cause of popular education. In this way the public mind will at length become enlightened, and arrogant empiricism will be rebuked, and some of the quackeries in education, whose name is legion, may be effectually banished from our schools.

James Leslie, in his dictionary of synonyms, thus defines the word "*beat*:" "To pommel, to bang, to sugillate, to thwack, to trounce, to vanquish, to vapulate, to repercuss, to buffet, to curry, to firk, to fease or feaze, to lamm, to bray, to drub, to baste, to batter, to maul, to nubble, to belabor, to bump, to cane." Let no one complain of the poverty of the English language.

DR. THOMAS ARNOLD.

THE following sketch of Arnold's character as a teacher is taken from a letter of one of his early pupils at Laleham, before his accession to the place of Head Master at Rugby.

"The most remarkable thing which struck me at once on joining the school at Laleham was the wonderful healthiness of tone and feeling which prevailed in it. Every thing about me, I immediately found to be most real; it was a place where a new comer at once felt that a great and earnest work was going forward. Dr. Arnold's great power as a private tutor resided in this, that he gave such an intense earnestness to life. Every pupil was made to feel that there was a work for him to do, that his happiness as well as his duty lay in doing that work well.

Hence an indescribable zest was communicated to a young man's feeling about life; a strange joy came over him on discovering that he had the means of being useful, and thus of being happy; and a deep respect and ardent attachment sprung up towards him who had taught him thus to value life and his own self, and his work and mission in this world. All this was founded on the breadth and comprehensiveness of Arnold's character, as well as its striking truth and reality; on the unfeigned regard he had for work of all kinds, and the sense he had of its value, both for the complex aggregate of society and the growth and perfection of the individual. Thus pupils of the most different natures were keenly stimulated; none felt that he was left out, or that, because he was not endowed with large powers of mind, there was no sphere open to him in the honorable pursuit of usefulness. This wonderful power of making all his pupils respect themselves, and of awakening in them a consciousness of the duties that God had assigned to them personally, and of the consequent reward each should have of his labors, was one of Arnold's most characteristic features as a trainer of youth. He possessed it eminently at Rugby, but, if I may trust my own vivid recollections, he had it quite as remarkably at Laleham. His hold over all his pupils I know perfectly astonished me. It was not so much an enthusiastic admiration for his genius, or learning, or eloquence, which stirred within them; it was a sympathetic thrill, caught from a spirit that was earnestly at work in the world; whose work was healthy, sustained and constantly carried forward in the fear of God; a work that was founded on a deep sense of its duty and its value; and was coupled with such a true humility, such an unaffected simplicity, that others could not help being invigorated by the same feeling, and with the belief that they too in their measure, could go and do likewise.

In all this there was no excitement, no predilection for one class of work above another; no enthusiasm for any one-sided object; but an humble, profound, and most religious consciousness that work is the appointed calling of man on earth, the end for which his various faculties were given, the element in which his nature is ordained to develop itself, and in which his progressive advance towards heaven is to lie. Hence each pupil felt assured of Arnold's sympathy in his own particular growth and character of talent; in striving to cultivate his own gifts, in whatever direction they might lead him; for he infallibly found Arnold not only approving, but positively and sincerely valuing for themselves the results he had arrived at; and that approbation and esteem gave a dignity and a worth both to himself and his labor."—*Arnold's Life and Correspondence.*

PHYSICAL GEOGRAPHY.

There is probably no study which, in comparison with its importance, has received so little attention as this. The schoolboy wears out long terms and years, to say nothing of text-books, in learning the names and locations of continents, peninsulas, islands, capes, mountains, oceans, seas, lakes, rivers, &c., &c.; together with their comparative size, length, distance from each other, their population, navigation, character of inhabitants, varieties of animals, various productions, adding, it may be, the accompanying history of events connected with the different countries; and to what purpose? To be forgotten nearly as soon, and much more easily, than learned.

The introduction of maps, as aids to the study of Geography, was a great improvement over the mere verbal text, and has tended greatly to facilitate the study of this branch, so that more may now be learned in one year than formerly in two or three.

We think that the judicious introduction of Physical Geography, in connection with topography, will very much increase the interest of the latter, while the knowledge it will afford, in and of itself, will exceed, by far, in importance, what is usually obtained, at the present time, even in our best schools.

Of what use is it that we know that there are certain mountains, seas or rivers in Europe or Asia, if we are totally ignorant of their effects upon vegetation, upon civilization, and the condition of mankind?—or that the different continents are so many miles in length, and so many in breadth, if we are unacquainted with the corresponding oceanic influence and the resulting facts?

How many scholars know why all the great deserts of the world are situated where they are, and that the physical laws are such that it is not possible that there could be anything but deserts in those places? How many know why the northern part of the Andes is almost wholly desert upon their western slope, and the southern part upon their eastern? or that, were this chain removed to the eastern side of South America, nearly the whole division would be one continuous desert?

These things are seldom spoken of as having any connection with the study of geography, and yet it would seem that they should constitute its very foundation.

Probably the difference in the civilization of Europe and Africa, is to be attributed more to the inland seas and gulfs, and the numerous rivers of the former, and their effects; and the absence of the same in the latter, together with other physical characteristics, than to any other causes whatever; but these things are seldom learned in the schools.

The scholar learns the results of these causes as merely abstract facts, and remembers them about as well as he would the conclusion to a proposition in Euclid without having been through with the demonstration.

These things are not too difficult to be understood by the scholars in our Grammar and High Schools, and many of them come within the range of the lower classes. While a class are upon the rivers of North America, for example, if their attention should be called to the four distinct water systems formed by the Rocky Mountains, Alleghanies, and the table lands of British America, and to the length and course of the rivers, as determined by these table lands and mountains, they would learn to associate these things with the natural features of the country, thereby learning facts and reasons together; and when this class should pass to any other continent they would search first for the same natural data.

In giving a lesson upon the Climate and Productions of different portions of North America, the difference in the temperature of the eastern and western coasts, also of the coast and the interior, might be noticed, together with the course of the mountain ranges, and the fact that this continent is a great triangle with its base upon the Arctic Circle, and its vertex within the Tropics. Many new thoughts would be suggested here, some of which could be digested at the time, and others might be filed away for future investigation. How many classes, while they recite upon the productions of Massachusetts and the north of Spain, locations in about the same latitude, ever take into account the difference in climate, and especially ever inquire for the causes of the same?

The trade and periodical winds are intimately connected with Physical Geography, and, if properly illustrated, would open a rich vein of thought to the student. These great currents of air, constantly in motion, have to do with the amount of rain, the temperature, the vegetation, the animals, and the general condition of nature and of man throughout the tropical regions, and even beyond this limit.

Let the oceans, seas, gulfs, channels, lakes, rivers, mountains, peninsulas, capes, et cetera, all be studied, not as *mere words*, nor as simply places in certain geographical positions upon the earth, but let them be viewed in their relations to each other, and as indispensable parts of a great whole, performing well their several offices as good citizens.

To illustrate these topics no costly apparatus is needed. If the class have not seen the ocean, they have seen a lake or pond, with its miniature islands, bays, capes, &c.; and if they have not seen the Andes, they have been upon a hill and have gathered flowers in the valley; they have felt the wind and the heat, and can easily be made to understand the effects of the latter upon the atmosphere.

Let these be called in to speak for themselves, and to teach a lesson, which, while it illustrates the subject in hand, shall lead the minds of the young out into the kingdom of Nature, and shall give to the hills and brooks, over and beside which they daily gambol, a voice which shall greatly instruct them.

H. S.

MR. G. B. EMERSON'S ADDRESS BEFORE THE LATE TEACHERS' INSTITUTE, BOSTON.

Ladies and Gentlemen:—I come before you, not as a stranger, nor as an invited guest, but as one of yourselves. Having taken part in the arrangements which have produced this Institute, in recommending them to the Board of Education, and to the committee of the Legislatnre, from whom it was necessary to get the means of carrying out the plan, I certainly do not feel a stranger on that side; and having been one of the Boston teachers as long, I think, as any one here, and having listened with pleasure, and, I hope, profit, to most of the lectures, and to all the addresses which have been given here, I am not quite a stranger on this side. I congratulate the secretary upon the success of his arrangements, and I congratulate you, gentlemen and ladies, upon the opportunity you have enjoyed of listening to the profound learning and researches of gentlemen from the old world, and to the eloquent and feeling sympathy and wise suggestions of gentlemen of the new.

The day is already past, I think, at least here in Massachusetts, for mourning at the low place which we, as teachers, hold in the public estimation. When men whose energy controls most important interests of the State—men whose eloquence has been felt and applauded wherever it has been listened to—men who have presided over the councils of the state we live in, and of the Representatives of our country, men who still stand at the head of the Commonwealth,—when men such as these are ready and proud to come and assure us of the interest they feel in our pursuits,—the time for mourning is certainly past.

The time for labor,—persevering, resolute unflinching labor, is not past, and, with the faithful teacher, will never be past. But you all know that as well as I do, and I need not say a word to you about it.

It is very pleasant to me to find an occasion which brings me to see the faces of so many of my old friends; of so many men of worth, and fidelity, and success in teaching, I have long known, and whom I have formerly often met and consulted with on occasions similar to this. Do not for a moment think, my respected old friends and companions, that any thing I shall offer of advice, or counsel, or instruction, is addressed to you. For these it would be far more fitting that I should come to you, and if our places were reversed, I should, I am sure, listen with more pleasure and profit to you, than I can expect you will receive from listening to me.

In the arrangements so successfully made by the Secretary, I have felt, I confess, one omission. It is that of not having had an opportunity of hearing, from the able and skilful teachers among yourselves, some account of their own experience in methods of instruction. This is an omission which I hope will be made up at future meetings of this Institute, or at other meetings of a kindred character, to which the success of this Institute may lead.

As might be expected by those who listened to the witty sarcasms of our genial friend Lamb, which the gentleman* who addressed you last evening has partly made his own, by quoting, though he prudently disclaims that honor and responsibility, I have been teaching so long that I shall very probably not be content without attempting to teach this evening.

I wish it, therefore, to be distinctly understood, that what I do in this line to-night, is addressed to the youngest among the young ladies, whom I see before me. If the youngest among the gentlemen will listen, they are welcome to any suggestions they can pick up; and if my veteran brethren can do me the honor to say, after listening to me, that they think as I do, and have long thought so, and have often said it, I shall feel such approbation a great honor.

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* Professor Felton.

I have about three things to say to you. I had something more; but the better half of what I was thinking of attempting to say, has been anticipated by my friends, Professor Felton and Mr. Hillard—and I am not sorry—as you have thus heard them said far better than I could have said them.

You have always been hearing a great deal about physical education. Upon this subject allow me to think that my own experience gives some value to my opinions; for I have been working for more than thirty years as hard every year, I suspect, as any one of you has worked any one year, and yet, in that time, I have been able, out of a broken constitution and the poorest health, to build up a strong and somewhat vigorous constitution and a cheerful health. My experience resolves itself into a few common-sense conclusions:—Do not over-work yourself; never hurry; when you are weary, rest—if possible, sleep; sleep long enough at night to restore your powers; when you have worn out your vital energy by keeping school, do not think you can use it over again in walking, or any other laborious exercise. Above all, when you have done with school for the day, and shut your school-room door, shut in there all the cares, anxieties, and solicitudes which have all day been haunting you like evil spirits. Go home free! Not one of your pupils will be the better for your lying awake with anxiety about him.

One of the blessed instructions of the Saviour is—Take no thought for the morrow; and this is one sense, it seems to me, in which we teachers are to receive this divine lesson.

It may seem hard to say to you, Do not over-work yourselves, when many of you have so much to do that it is almost impossible to get through without over-working. But I hope that one of the effects of meetings like this we are now holding, will be to shorten the daily sessions, and to lengthen the vacations, particularly to shorten the sessions in the schools for the younger children.

The importance of active exercise to the teacher is constantly, and, I think, sometimes excessively over stated.* When we have done our day's work, we have commonly labored enough. What we want then is air and sunshine and rest—refreshment. The greatest physical evil in our calling is, that we are usually shut up, during the brightest and freshest hours of the day, from air and sunshine. The true remedy, then, is air and sunshine—not labor, for of that we have had enough.

As to diet, do not be afraid of wholesome food, of all kinds, in reasonable quantity. Within the same reasonable limits, do not be afraid of tea and coffee, which might, with propriety, be called the scholar's beverage. Above all things, avoid that foolish dream, of ignorance so gross as to see no difference between the Brahmin's constitution, formed by a residence of fifty centuries within or near the tropics, and that of the Saxon, who, ever since we have known him, has been contending with the elements in a cold and severe climate—I mean Grahamism.

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* Mr. Emerson is not willing to be understood to say anything against exercise. On the contrary, much and somewhat severe exercise in the early part of the day, in the open air, together with the freest use of cold water, has always been an essential part of his system. He would only caution teachers against supposing that they can profitably take active exercise, when the system is already exhausted by exertion.

The second thing I have to say relates to study.

Lord Bacon says: " Studies serve for delight, for ornament and for use;" and I am content to take the order as well as the substance of his remark. He adds: "Their chief use for delight is in privateness and retirement." You and I get completely weary,—worn out; and it is of no use, in that state of body, to attempt any severe study. We must then read only for delight and refreshment. For that purpose, let us read what we delight in most. Let us not be afraid of fiction, in prose or rhyme. From the earliest times, fiction has been one of the chosen vehicles of the highest instruction; and our Saviour himself has, in his parables, consecrated it to instruction even in divine things. A good novel or romance is one of the best relaxations possible for the over-worked brain. What more delightful than the amiable extravagancies and exaggerations of Dickens, with his true pathos and sympathy, and warm love of human nature, and his protest against oppression in every form, from that of the Court of Chancery to that of the vulgar schoolmaster in Do-the-boys Hall, or the beadle in the parish workhouse? What more restorative than to forget ourselves and all our troubles, while transported to the scene of the tournament at Ashby de la Zouche, or the conflict of heroes by the Diamond of the Desert?

Only let us take care not to degrade the imagination, which should be the handmaid of pure and ennobling thoughts, and, by reading the vile trash which comes to us from over the water, make her the pander of brutalizing appetites.

Next to that of mere amusement and recreation, there are three objects we should have in view in our reading and study.

The first is, to make ourselves familiar with the things we are teaching.

The next is to study to enlarge and strengthen our minds, and carry ourselves onward.

The third is to liberalize our minds.

The branches we are daily teaching are amongst the most important for any person to know. They are those which every one ought to be acquainted with. If they are not, we ought to reform our course of study. If we are teaching any thing which it is not important that men and women should be acquainted with, we are wasting the time of our pupils in learning and our own in teaching. We ought, therefore, to be teaching what every one should know. And we have opportunities which no other persons have, of learning and making ourselves familiar with those branches. One of our first objects, then, will be to make ourselves as familiar as possible with the branches we are teaching.

Our aim should be to go behind and above our text-book. If we endeavor to do this, we shall not be in danger of falling into a mere routine in teaching. If we do this, we are not teaching the same thing three hundred times in a year, we are adding something every day to our knowledge, and every day we are communicating something new to our pupils. I admit there is danger of our attempting at last to teach too much. The first and most important thing is, to make our pupils learn by their own study.

The next object we should have in view is to improve ourselves by pursuing some one additional study in the most thorough and exact manner possible. Superficial reading amuses, and may instruct. But superficial reading does not elevate the student. It is thorough and profound study only which strengthens the mind and enables it to soar higher and higher. Let there then be one study—onward—to which we will give our attention, maturely, severely and resolutely. Let us always have something, apart from the routine of our daily studies, to exercise our faculties upon, and gain for ourselves wider and brighter views.

What shall that be?

I say, in every case, First, that towards which we feel ourselves most strongly drawn. If we incline to language, let us study a language; but study it thoroughly. If we incline to mathematical science, and have learnt only the rudiments, let us study Geometry or Algebra, or even, if we have time, go on to the higher Geometry and the Infinitesimal Calculus.

If we have a fancy for the realms of nature which have been so eloquently opened to us by Agassiz, let us study some branch of Natural History. I cannot declare to you what delight and what healthfulness of spirit and of body I have myself derived from one or two studies of this kind.

If you incline to make nice distinctions, study Logic. If you desire to elevate your taste, study Rhetoric. If you delight in the play of the fancy, read attentively the best Poets, not with an anxiety to be able to say that you have read so many pages or so many volumes, but to fill your mind with beautiful images. A few passages so learnt, that they will come to you in the watches of the night, or songs, made so familiar that they will sing themselves to you in your weary hours, are more precious than volumes, of which you have only a dim and misty remembrance.

Every one of you who has a talent for form may learn Drawing; and whoever has a voice ought to be able to lead or join her pupils in singing hymns or songs.

Do not think it necessary to be a great student, in order to derive some of the greatest benefits from study. Study a little well. It is not the quantity, but the faithfulness and thoroughness, which will give you the good you seek.

Another object in reading is the one pointed out to you by Prof. Felton. Read to liberalize your mind. Let those whose pursuits have been chiefly literary, make a point of studying some science. Let those whose pursuits have been principally scientific, study literature.

Without this, no matter how distinguished you may be in your special pursuits, you will be little better than literary artizans. The man who knows only one thing, no matter what it is, is not an artist; he is at best but an artizan. Such a person can hardly help becoming a literary or scientific bigot, and looking down upon men incomparably higher and wiser than himself, because they do not happen to be acquainted with his speciality. He can hardly comprehend how truly he deserves himself to be looked down upon by all liberal thinkers and scholars.

To this kind of absurd bigotry teachers have always been particularly liable.

Let us do something to avoid it.

I have only one thing farther to say—and that is,

What we ought to do for our own calling.

The learned Professor from Cambridge has shown us what a teacher used to be, and how he was regarded. English literature abounds in passages of a character similar to that he quoted, and there is doubtless something of the old leaven still remaining even here.

But it is in the power of those within the sound of my voice to put an end to it, at least so far as our city is concerned.

If the pupils of every Primary school, of every Grammar school, of every High and every Latin school, shall be able to look, each upon his own teacher as a person of singular generosity, nobleness and refinement, and as one of the most agreeable, well-informed and well-educated persons he has ever known, the children of the next generation will, I venture to say, regard the whole race of teachers with very different feelings from those of the last generation, and will look upon the descriptions of the old-world teacher as witty, perhaps, but very extravagant caricatures.

We have also some special work to do for the advancement of the art of teaching.

Most of the processes and methods of teaching, especially in the instruction of young beginners, have seldom received the attention of intelligent persons. These methods are doubtless in many cases poor, and all are capable of improvement. This is specially the work of female teachers, to whom, wisely and naturally, the business of the earliest instruction is almost universally committed.

It is expected of teachers that they should teach the elements of many more things than they now teach. The constant advances of science demand this. Yet how is this to be done, when they have already as much as they can do?

Time is to be made for this instruction in two ways:

First, by omitting many of the details in geography, for example, with which the memory has been uselessly loaded; many ingenious processes in arithmetic, and many curious minutiæ in grammar;—and, secondly, by improving the methods of instruction.

But I have no time, at this late hour, to go into this subject, and upon this, as upon many others, I would much more willingly be listening to some of you, than be speaking myself.

I congratulate you, my old friends, upon the clear advances that have been made, through your faithful exertions and other causes coöperating with you, in the position of your schools as they stand before the public. Particularly I congratulate you upon your having been allowed, at last, an able coadjutor in your great work. Doubtless to all of you have occurred improvements which you would have been glad to bring forward and carry out, but that the constant pressure of your daily labor has left you neither time nor spirit to accomplish them. You have now an experienced fellow-worker, who will be ready to receive from you all suggestions, and whose position enables him maturely to consider them, and, if they approve themselves to his deliberate judgment, to urge them upon the school committee and the public.

The appointment of this officer is the greatest advance that has been made, in my time, in the means provided for the improvement of our system of common schools within this city.

With thanks to you, ladies and gentlemen, for the attendance on the meetings of this Institute in numbers far larger than we could have expected during the inclement weather of the week; thanks, on behalf of the Board of Education, for the kind and cordial manner in which you, gentlemen, have met and seconded the efforts of the Secretary, to whom I know your countenance and the expression of your feelings have been particularly gratifying; thanks to the Superintendent of the city schools for his able and efficient coöperation, and to the gentlemen of the City Government for their liberal assistance, I bring this Institute to a close, and bid you farewell.

Resident Editors' Table.

GEORGE ALLEN, Jr., ···· *Boston*, } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston*,
C. J. CAPEN, ············ *Dedham*, } { D. B. HAGAR, ······· *W. Roxbury*

THE GRAMMAR OF ENGLISH GRAMMARS, *with an Introduction, Historical and Critical; the whole methodically arranged and amply illustrated; with Forms of Correcting and of Parsing, Improprieties for Correction, Examples for Parsing, Questions for Examination, Exercises for Writing, Observations for the Advanced Student, Decisions and Proofs for the Settlement of Disputed Points, Occasional Strictures and Defences, an Exhibition of the several Methods of Analysis, and a Key to the Oral Exercises: to which are added Four Appendixes, pertaining separately to the Four Parts of Grammar. By* GOOLD BROWN, *formerly Principal of an English and Classical Academy, New York; Author of the Institutes of English Grammar, the First Lines of English Grammar, &c.—"So let great authors have their due, that Time, who is the author of authors, be not deprived of his due, which is, farther and farther to discover truth."*—LORD BACON. *One Vol. 8vo.* 1028 *Pages. Wholesale price,* $3.50 *per copy.* New York: Published by Samuel S. & William Wood, No. 261 Pearl Street.

WE have quoted the title-page of this great work at length; but long as it is, much more is necessary to put the reader in possession of an adequate idea of the comprehensiveness and value of the book itself. The want of time and space, to say nothing of ability, forbids us to enter upon a critical analysis of it, but we embrace, with alacrity, the first opportunity presented to commend it cordially to the attention of all students of the English tongue. This production is as much above the mass of school-book trash which is daily pouring from the press, as the heavens are above the earth. It stands out in bold relief as *the book of the age*, on the subject of English Grammar. No scholar can regard his library complete without this book. It is destined to be the standard authority in its department, and will, therefore, be found an indispensable requisite in the office of every professional man, and on the table of every teacher. It must have a place by the side of Webster and Worcester, as a book of reference. We confess that we take pride in claiming this as the production of an American, and what is more, an American schoolmaster. It will reflect honor upon the country and the profession. The name of Goold Brown is destined to be known and mentioned with respect wherever the English language is spoken in purity. After twenty-five years of patient labor, he has presented to the world this remarkable volume as the result. We denominate it a splendid achievement in the province of philological scholarship. P.

PLYMOUTH COUNTY TEACHERS' ASSOCIATION.

Through the kindness of Mr. Edwards, the Secretary of the Society, we have been favored with a very full and interesting report of the proceedings of this meeting. As our limited space will not permit us to give it entire, we must content ourselves with a condensed abstract.

The meeting was held in the beautiful village of North Bridgewater, where the teachers found the doors of the houses wide open, like the hearts of their owners. As one of the teachers remarked, the houses seemed to be made of India-rubber. There seemed to be no more limit to their expansibility, than there was to the hospitality of their occupants.

The first lecture was given by M. P. Spear, Esq., of Bridgewater, on "Progress in Educational Matters," which was well received. The topic of moral and religious instruction, which was touched upon by the lecturer, gave rise to a lively and interesting discussion. All the speakers agreed that the want of sound and efficient instruction in this department of education, is the great want of the times; that no person who is not, both in feeling and in character, a moral and religious person, should ever be allowed to enter a school house as a teacher; and that no school ought to be conducted without a regular religious exercise, including reading from the Scripture and prayer.

The next lecture was delivered by Rev. Joseph Peckham, of Kingston, on the Connection between Learning and Teaching. The lecture presented a very accurate and careful view of the subject, and was evidently the result of much thought. It was voted unanimously to request a copy for publication.

Rev. Charles Porter, of Plymouth, followed, in the evening, with an eloquent lecture on the Relation of the Moral to the Intellectual, in Education; strongly urging the preëminence of the former.

On Friday morning, John D. Philbrick, Esq., of Boston, lectured on Teaching as a Profession; urging the importance of making teaching a business for life, and discussing some of the encouragements to and discouragements from it, incidentally administering some wholesome advice to the employers of teachers, in reference to retaining *good* teachers in the field. It was very acceptable to the Association.

In the evening, Professor Guyot, of Cambridge, presented the subject of Physical Geography, in a very attractive manner—showing the wise adaptation of the structure of the globe for the development of man. He was succeeded by Charles Northend, Esq., of Salem, who spoke of the Errors and Duties of the People in reference to Common Schools. It is sufficient to say of this performance, that it secured the most perfect attention of the large audience, who had already listened on the same evening to a lecture of unusual length.

During the meeting, one of the most prominent subjects of discussion was School Supervision. Excellent remarks on the subject were made by the President, J. W. Hunt, Esq., of Plymouth; N. Tillinghast, Esq., Principal of the Bridgewater Normal School, and others. The former gentleman was decidedly in favor of establishing County Boards, composed of practical teachers, for examining candidates for teaching. Most of the speakers thought the teachers should be selected by the Superintending Committees, instead of the Prudential. The number of teachers of Plymouth County, present at the meeting, was 137. From the Normal School 60 pupils were present, and a large number of teachers from other Counties; so that the people of North Bridgewater entertained 350 persons from out of town, and yet there was room to spare!

The *Massachusetts Teacher* was commended in the following resolution:

Resolved, That in the opinion of this Association, the "Massachusetts Teacher" commends itself to the regard of all true friends of Education, as a periodical eminently entitled to their confidence and support; and that we take pleasure in recommending to our fellow-teachers its careful perusal and study.

EDUCATIONAL INTELLIGENCE.

At the close of the Institute recently held in Charlestown, the Teachers of the Public Schools in that city adopted a series of resolutions expressing their favorable opinion of the beneficial effects of Institutes, and their gratitude to the Secretary of the Board of Education for his efforts for their improvement.

The School Committee of Boston have voted to adopt the recommendations of the Superintendent, to establish a Female Normal School as a part of the Boston System of Public Instruction, and have requested the City Authorities to make the requisite appropriation for the support of the institution.

Nathan Bishop, Esq., has been reëlected Superintendent of the Public Schools of Boston. His salary is $2,500 per annum.

The Second Annual Meeting of the *Vermont Teachers' Association* will be held on the 10th, 11th and 12th of August, at St. Johnsbury. The hospitable citizens of St. J. will give a cordial welcome to the Friends of Education.

The New York State Teachers' Association holds its Seventh Annual Meeting at Elmira, on the 4th of August. Reports may be expected, from committees appointed last year, on the following subjects: School Libraries; Teachers' Department in Academies; Teachers' Institutes; Union and Central High Schools; and State Teachers' Periodical.

The American Association for the Advancement of Education will meet at Newark, N. J., 10th of August, at 10 o'clock, A.M.

We welcome to our table the *Wisconsin Farmer*, published at Janesville, Wis. The Educational Department, conducted by J. L. Enos, a graduate of the N. Y. State Normal School, promises well. We rejoice in the assurance which its pages afford that Teachers' Institutes are beginning to be appreciated in the Extreme West as well as on the Massachusetts Bay.

We have just received the *London Educational Times*, for June, a very respectable monthly, the columns of which we shall lay under contribution for the benefit of our readers.

AMERICAN INSTITUTE OF INSTRUCTION.

The Twenty-Third Annual Meeting will be held at Troy, N. Y., on the 6th, 7th and 9th of August. The exercises will commence on Friday, the 6th, at 10 o'clock, A. M., with opening remarks from G. F. Thayer, Esq., President of the Institute.

During the Session, Lectures may be expected from the following gentlemen, viz.:—Hon. Henry Barnard, of Hartford, Conn.; Geo. B. Emerson, of Boston; Roger S. Howard, Esq., of Bangor, Me.; Rev. Gorham D. Abbott, of New York; W. H. Wells, Esq., of Newburyport; Chas. H. Wheeler, Esq., of Salem; Joseph McKeen, Esq., of New York; Joshua Bates, Jr., Esq., of Boston; Rev. John Pierpont, of Medford, Mass.; Prof. W. J. Whitaker, of Boston; Geo. W. Pratt, Esq., of Boston; and Rev. J. D. Butler, of Danvers, Mass. Dr. J. W. Stone, of Boston, will occupy one hour on the subject of "Phonetics," with exercises by a class of children.

Ladies from abroad who attend the meetings of the Institute, may expect the usual accommodations.

Over the Western Road from Boston, but half fare will be charged. Tickets may be obtained at the Bookstore of Ticknor & Co., 135 Washington Street, Boston.

JACOB BATCHELDER, JR., *Rec. Sec'y.*

THE

MASSACHUSETTS TEACHER.

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MENTAL STIMULANTS.

TEACHERS generally find some portion of their pupils dull and listless,—destitute of a healthy and keen mental appetite, and resort to exciting stimulants to produce or increase a love of study. This practice demands, at least, judicious consideration. It has been customary to give the best scholar some position, or badge, which shall proclaim him the "foremost man" in all his class or school. The head of the class, tickets, a bright new dollar to hang around the neck for one night, presents of books, public prizes, exhibiting, at examination, a list showing the grade of each pupil, from the first to the hindermost, and a thousand nameless methods are employed to produce — *not a love of study*, in my humble judgment — *but a love of distinction and notoriety.*

The only stimulant requisite to the growth and development of the body, is simple, wholesome food. If it ever needs anything else, it is medicine, and this should be used with extreme caution. In like manner, simple wholesome truth is the only stimulant necessary to the growth and development of the mind. I doubt whether artificial stimulants ever promote growth either of body or mind. They may increase power for a single effort, but that power is drawn from the system, not imparted to it, and must leave the energies of the system reduced and prostrated. Instead, then, of increasing, it has reduced its capital stock of power. We have all seen this general truth illustrated, both in body and mind, a thousand times. While a proper and natural stimulant would strengthen both, highly exciting and artificial stimulants are injurious and dangerous to both.

It should be the aim of the teacher to lead his pupils to act under those influences which are permanent and safe. Such influences may always be found in the intrinsic beauty and attractions of the sciences, the approbation of parents and friends, and the desirableness of knowledge to guide ourselves aright, and to benefit others.

It is false that the young do not perceive and feel the attractions of the sciences. The multitude, who are sold body and soul to artificial amusements, may ridicule the idea, if they will; we still confidently affirm that nothing is so attractive to an untainted mind as simple truth, and just such truth as God has poured out around it like air. Is not nature more attractive than any imitations of nature? Was there ever a child who would not leave a doll for a living infant, a wooden horse for a galloping pony, a lifeless painting for green fields and grazing flocks, or a fictitious tale for a truthful story? No. God never made such a mistake! The human mind and the visible creation were made for each other. It is a perverted or depraved mind that craves the artificial rather than the real — fiction, rather than truth. It is often the fault of our teaching. We do not present facts and objects, but some imperfect representatives of them, through which they are but dimly seen.

Says Prof. Olmstead, in his Rudiments of Natural Philosophy, "Children are naturally fond of inquiring into the cause of things. We may even go farther, and say that they begin with infancy to interrogate nature in the only true and successful mode — that of experiment and observation. With the taper, which first fixes the gaze of the infant eye, the child commences his observations on heat and light. With throwing from him his playthings, to the great perplexity of his nurse, he begins his experiments in mechanics, and pursues them successively as he advances in age, studying the laws of projectiles and rotary motion in the arrow and hoop, of hydrostatics in the dam and water-wheel, and pneumatics in the windmill and kite." We say, then, that simple truth from the natural, mental, or moral universe of God, is the proper stimulus of the mind, and that *only* promotes healthy intellectual growth.

The love of approbation may undoubtedly be appealed to, but with great caution and discretion. It may, by indiscretion, operate powerfully to develop the intellect and make the scholar, and at the same time as powerfully to contract and undo the man. It is a miserable bargain to sacrifice the man to produce the scholar. Let us not train up a generation of men whose mainspring of action lies in the observant eye of a corrupt world. It is not wrong to desire, and to be pleased with, the approbation of the good and of God. It is not wrong for children to desire the approbation of parents and teachers. They have unbounded confidence in their integrity and judgment, and for this very reason their approbation may be a safe stimulus to the child. He feels that they will approve only what is right. So long as he feels that he is approved for doing right and doing his duty, he is safe; but when he is flattered and caressed for doing merely a marvellous or brilliant thing, he is in danger — he is drinking delicious, but deadly poison.

In this respect parents and teachers have been guilty of more sins than the most ample mantle of charity can cover. That whole system of rewards and flatteries, at home and at school, which directs the child's attention to the single point of outdoing others, *is abominable*, and *ought to be for ever discarded.* We freely admit that it is efficient to draw out effort on the part of the selfish and ambitious child, but after it has drawn out that brilliant effort, if we return to the child's soul, we shall find it occupied by the same tenants that were found in the house that had been "swept and garnished." Pride and self-complacency need no culture in the nursery or common school. No systematic training is necessary to lead the child to feel "I am better than thou." For the sake of humanity, let us not appeal to degrading selfishness, so long as there is any thing else to which we may appeal. Why should we perpetuate the devilish feeling that life must be a struggle against our fellows?

The intrinsic and practical value of knowledge may be urged with great efficiency and entire safety, as a stimulus to mental effort, especially with more advanced pupils. Life has a purpose, and why shall not the great purpose of living be early and earnestly impressed on the mind? Why shall we resort to tricks and cunning devices to arouse the mind to temporary activity, when such a mighty and never-failing motive is ready to our hand? Our devices may give a sudden and showy impulse, such as the bat gives the ball, but *this* is to the soul what gravitation is to matter, a gentle, abiding and resistless force. We need only to remove obstructions and give this influence full play, to witness its steady and marvellous power. I like not those influences which must die with the hour that gave them birth. I wish to associate the idea of durability and perpetuity with every thing valuable.

I am satisfied that we spend too little time in impressing upon our pupils the advantages of a thorough and complete education — the real superiority of a thoroughly educated young man or woman, as they step forth upon the stage of active life. It is not difficult to demonstrate this fact. Point them to facts, such as every community furnishes, and show them that a well-educated young man receives more ready employment and higher pay; that he is soonest admitted to good society and the higher walks of social life; that he is the one selected to fill stations of trust and honor; that his personal enjoyments are of a higher quality and take a wider range; and above all, that he more readily and surely acquires a controlling influence over the minds of men, and therefore occupies high vantage ground for fulfilling the great mission of life — improvement of the race.

Solid influence is a thing to be coveted earnestly and used honestly. Cultivation of the mind gives this influence. Matter attracts other matter in proportion to its mass. Mind influences mind in proportion to its mass. How completely is the child swayed by the parent, the pupil by the teacher, the common people by the master mind! Illustrate this great truth in connection with the great purpose of life, and you have an engine of vast power to stimulate to activity a large class of minds.

There is danger in using artificial stimulants. Their immediate effects may delight us, but they ultimately destroy the capability of steady application. If we observe the material world, we shall discover that every thing valuable is the result of slow and long-continued processes, while great and desolating evils come from violent and spasmodic action. A thousand years of sunshine, rain and dew, are required to develop the sprout from the acorn into the monarch of the forest, but a single moment is sufficient for the sweeping tornado to prostrate its majestic form. Men labor for ages to build splendid cities or temples, whose spires meet the skies, but in a single day the wrath of man or the devouring flames obliterate their beauty and glory forever.

We have reason to fear fitful and spasmodic action, while we have every thing to hope from steady and continuous application. "Slow and steady wins the race." It is thus the man of wealth heaps up his treasures; thus the mighty river gathers its waters; thus individuals and nations rise from obscurity to power and influence; thus vegetation, in all her multifarious forms, comes to maturity; thus the magnificent works of art have been reared, and thus must the vast powers of the human mind, which is higher and nobler than all these, be developed.

Do we want proof that stimulants are dangerous and destructive of the vigorous and healthy action of the system, — we need only to count up the victims of alcohol, who have been entirely and hopelessly wrecked, body and soul, within the sphere of our own observation. I have not the least doubt that there is more mental than physical intoxication. There are more reeling minds than bodies. I fear that this is partly our own fault. Habits of mental inebriation are systematically formed by our methods of early training. Children learn to live upon excitement, and to love it. This habit strengthens with their years.

Common events and common duties become tame and insipid. Plain truth ceases to attract and delight them. Those exact and careful calculations, on which a sound judgment must be based, become tedious and tasteless. They are moved by impulse, and by impulse only. Their brains are continually on the whirl. They are intoxicated, and love to be intoxicated.

We ask of teachers a candid consideration of this subject, believing that it will result in a conviction that it is best to discard all highly exciting and artificial stimulants.

GROWTH OF MIND.

"The *mind grows by what it feeds upon.*" A friend and professional brother has selected this as *the motto* of his school, and, if I mistake not, his pupils are living illustrations of its practical value. The teacher, above all other men, should understand the conditions of mental growth and health. The analogy between the body and the mind, in this respect, is wonderful and instructive. In both, the conditions are imperative, and all violations of them, dangerous. The danger is more apparent in regard to the body, but not more real. I fully believe that there is more mental debility, distortion and disease than physical. There are more feeble intellects than bodies; more vitiated imaginations than stomachs; more paralyzed consciences than limbs; more distorted judgments than spines. We purpose in this article to trace out this analogy between the body and mind in a few particulars, and make some practical deductions therefrom.

How does the body grow? The food, as it is taken into the mouth, does not become a part of the body. Beef and potatoes are not packed away in the physical structure as brick and stone are in the walls of an edifice. They must be completely changed in form and nature, and then only a slight part is selected to be transformed into the various tissues and organs of the body. By the combined action of the teeth, the stomach, gastric juice, bile, lacteals, heart and lungs, the nutritious part of the food is selected, prepared, and presented to the various parts of the system. Not the slightest trace of the original food remains. It is important to mark that this entire change in the nutriment is effected by the action of the body itself, after it receives it. This action is indispensable. The food cannot be incorporated with the body, and produce growth without it. No previous preparation will fit it to become bone and muscle and sinew. No matter how much food is taken into the mouth, there will be no growth unless it be subjected to the action of these organs, and every one of them. On the contrary, it will produce disease instead of manly strength and comely proportions.

By a similar process the mind grows. Growth depends upon the action of the mind, on the truths committed to it, not upon the mere fact of presenting these truths. You may cram the mind with isolated facts from morn till night, from youth to hoary age, and find it still dwarfish and puny. The mind must grasp the truth and by its own action select its nutritious element and make it a part of itself. Teachers often wonder and mourn that their pupils do not remember every thing that has been taught them. They have no reason either to wonder or mourn, provided that their pupils possess more capacity to understand the same or similar truths.

Growth of mind is an increase of capacity. If this has been produced the teacher has not labored in vain. It is not material that he find in the mind the original facts upon which it fed. The mind may have grown and grown rapidly although no trace of these remains. Facts and processes soon pass out of the mind, but the mental power which they beget lives forever. The mind, like the body, may be abundantly fed, without growing. It may be scantily fed, and yet grow rapidly. If the senses, the perceptive faculties, the reasoning, analyzing, and reflective powers are fully awake and active, they will extract much nourishment from a few truths. Having illustrated this fundamental idea of growth, we will introduce a second consideration intimately connected with it.

The food of the mind as well as the body, must be adapted to its capacity, depending on age, natural powers and mental training. It seems to me to be the tendency of our times, and the great error of our teaching, to set young pupils to studying subjects above their comprehension. Intellectually as well as spiritually and physically, children require milk — the milk of the sciences — if they would grow thereby.

With what watchful care nurses prepare the food of very young children, compounding, diluting, warming, and cooling, to suit the precise condition of the physical system. Any slight indiscretion would endanger both the health and life of the body. Teachers are the nurses of the mind. We claim that the mind requires as much carefulness, and suffers even more from mistakes, while we feel compelled to say, that there exists a culpable heedlessness or a lamentable ignorance on this subject. *The mind does not grow by what it cannot feed upon.* To stuff it with such food is a pernicious and fatal error. As the stomach requires food which it can digest, so the mind requires instruction which it can comprehend. What man, if his son ask bread, would give him a stone? Yet thousands have been guilty of just such folly in supplying mental aliment for their children.

While I urge the importance of adaptation, I do not believe in so simplifying every science or proposition as to relieve the pupil from all effort. I beg not to be misunderstood on this point. Milk in its place, but not milk always. I believe in toils and struggles. Nothing else will produce the hard and full muscle, or the firm and solid texture of the bones. Nothing else will give solidity of mind. There is no substitute for exercise. Strong, vigorous and manly minds are not made of the dainties and tidbits of the sciences. Such minds must be developed by successive steps, gathering strength as they proceed, until they reach the loftiest truths and grapple with and master the most difficult subjects. Proper adaptation requires more complex subjects for more mature minds. The *man* would pine on an *infant's* food. It is as great folly to give scientific truths *diluted*, to a mind in its manhood, as to give abstruse subjects to it in its infancy.

I wish to speak of one more point of analogy between the body and mind. *Both grow slowly.* Both require many years to reach maturity; yet the body sometimes, perhaps, grows too rapidly for its health. In these instances it wants compactness, firmness and strength. A slower growth is more favorable to health, the endurance of toil and hardship, physical activity and long life. There is a fancied growth of mind which is much like this, produced by a sort of hot-bed cultivation. It is showy, but slender and weak. Often this seems to have been mistaken for real maturity, both by the possessor and his friends. The school-boy gets a smattering of some modern sciences and a few novel facts, by a term or two at an academy, and really believes himself wiser than his sage old grandfather who never happened to hear of them, while his doating mother rejoices over a child of such prodigious parts. How often do we see such impudent conceit treating aged wisdom with contempt and ridicule! As well might the conceited fop, with a few dimes in his silken purse, sneer at the poverty of the rustic possessor of wide-spreading fields and uncounted flocks.

Real maturity of mind is a far different thing, and requires much time for its attainment. When, by special nursing, the body of a child can be developed into full and hardy manhood in a few months, we shall be partially prepared for a greater wonder — a mind *matured* by some improved system of training in the same period of time. If crude and undigested facts constituted mind, it might be so; but a fact is no more mind, than a loaf of bread is a muscle. However abundant the food, we know that the body develops slowly. However rich the soil, the tree takes time to grow. However complete the instruction and training, the mind matures by a gradual increase of capacity. Give it the right kind of food, and see to it that it receives and digests it, and you can do no more. You must then wait patiently for results. When all the conditions are complied with you may look confidently for a healthy and vigorous growth.

SCHOOL EXAMINATIONS.

The real design of an examination, is to give parents and committees an opportunity of learning the progress and attainments of the pupils. To this there can be no serious objection, yet ordinary examinations do not furnish the desired information. They have been perverted from their true purpose, and made false witnesses, speaking lies. I wish to speak plainly of this perversion, — its influences and causes.

For several weeks pupils are trained for this great day, as the race-horse is trained for the course. Like it, they are led over the ground daily, that they may become familiar with every crook and turn, every swell and depression. Like it, they are fed lightly, but on precisely the right kind of food. Like it, they are coaxed, patted, and flattered ; and when the great day of trial comes, they rush forth from the goal and *skim the surface*, amid the applause of wondering spectators. It is worthy of notice, that, in these examinations, ordinarily dull or indolent scholars often bear away the palm. There is no hesitation, and there are no mistakes, unless some unfortunate urchin happens to be started on the wrong track, and bolts, like a fretted horse from the course, exclaiming, in his simplicity perhaps, " That aint my sum ! " It is no uncommon thing to see them select their own topic, and start off before the word of command is given. Whether every thing had been previously arranged for them, and their precise parts marked out, or they, with manly independence, chose their own part and their own time, is a question for the curious.

Horses sometimes take the bits in their teeth and become uncontrollable. Why may not spirited pupils ?

I think there are great and unanswerable objections to this species of examination.

First, it is made the sole motive to action, thrusting aside all other and higher considerations. How shall we make a brilliant examination, becomes the all-absorbing question with teacher and pupils. The teacher urges this motive with an interest and earnestness which he never manifests in presenting any other motive. He holds extra sessions, labors at unusual hours, and fires up with unwonted zeal, as examination day draws near. The pupils, of course, sympathize with him in his excitement. Often they lose sight of every thing else. They have been made to feel that the great purpose of attending school will be accomplished, if they make a fine display at examination, and that a failure then, will be a failure in all.

Is not this wrong? Do we not put the less important for the more important? It is not our great work to prepare a brilliant show for the last day of the term. We are all ready to say, if we are honest, that the drilling of the first three weeks is as important as the drilling of the last three weeks. We all know that our daily instructions, from the beginning, are vastly more important than that forced, superficial work, which can be exhibited with so much eclat on examination day, before a crowd not disposed to be critical.

Let us cease then, as teachers, to get up this feverish excitement, so disproportioned to the occasion. Let us not divert attention from higher motives to study, and encourage a habit of mind which will ever require artificial stimulants. We should exert ourselves to do every thing well every day, and this is enough for examination day.

Again, this species of examination is unfavorable to intellectual progress. Pupils are drilled with extraordinary care on a few selected topics, rules or problems, and these are brought forth as samples of their attainments. A fair examination should show their deficiencies also. This practice is soon understood by the pupils, whether it be formally announced or not. They *know* that they shall be prepared for examination. It would seem that their assurance stands on a narrow base sometimes. A young pupil often performs and demonstrates intricate problems in arithmetic, with almost the rapidity of lightning, not pausing a single instant to make a plan, when he makes an entire failure over a much easier example on the same page. How happens it that he masters the harder with such astonishing facility, while he breaks down under the easier? He, or his teacher, or both, might profit by the injunction, "Mind not high things." Wonderful as it may seem, men, in crowded streets, are often strangers to their nearest neighbors; and pupils, in like manner, although at home on a selected topic or problem, may be strangers to all around. If a mischievous visitor or committee-man, not having the fear of the master before his eyes, is daring enough to throw himself across the track of this rushing train of recitations, with a different problem, the shock is instantaneous, producing confusion, and often a fatal breakdown.

Must not such a course be fatal to good scholarship? Will a pupil, whose ambition has been trained to look no higher and further than a brilliant examination, apply himself through a long term, when three weeks of special preparation will better answer his purpose? Will he toil on, day after day, to master a whole subject, when a mere fragment of it will serve his turn quite as well? Will a man be a student for life, who has learned to study only under such influences? In my opinion, if he is long under such training, he is *undone as a scholar*. But we come now to speak of *the great objection* to these examinations — *they are false.*

Teachers and pupils become accomplices in acting out a glaring falsehood before the community. Scholars by special and partial training are made to pass for what they are not. To gratify a despicable ambition, they are trained to systematic deception. Their honor is sold for a mess of pottage. Their souls are besmeared with pitch for the mere pleasure of exhibiting a splendid flame.

There is nothing in our profession more sad and sickening to an honest heart, than that proneness to deception so often met with in the school-room. We have seen it, and seen it sorrowing. We have labored to eradicate it and create a public sentiment in our schools against it. We have wondered at the loose ideas of truth and right which many pupils bring into the school-room. We have felt that no part of our whole field of labor demanded more vigilant attention than this. Can we, dare we, conspire with our pupils to act out a brilliant falsehood at the close of the term, after having labored, during that whole term, to train them to exact and rigid truthfulness? Fellow teachers, these things ought not so to be. With all the apologies and excuses that we can bring for them, they are wrong. The wide world can furnish no apology for setting before the young, such an example. They are not blind, at least, to the inconsistencies of their teachers. They are often surprisingly keen and discriminating. An unscrupulous teacher is soon understood and marked. If he is a gifted man, he will transform the moral tone and nature of his school in a few months, moulding his pupils to his own likeness, and producing mutual distrust, for distrust and deception are ever tenants together of the same heart. A good man or angel never looked upon a more melancholy sight than a school in such a condition. Falsehood, under such sanctions, is inhaled as a delicious odor. The teacher makes himself the medium of communicating the most deadly moral poison to the hearts of his pupils. I could put up with dulness, negligence, or scientific blunders, but *this* is an unpardonable sin. I would almost as lief my child should enter a den of thieves as such a school. Vice in its real deformity is not half so dangerous as when associated with virtue and half concealed by its graceful robes.

In closing this article I wish to speak of the cause and cure of this evil. Parents and committees must, in justice, be made parties in these transactions. Teachers have not played this game without a strong temptation. A real and insurmountable difficulty has been placed before them. I refer to the shortness of the time allowed for the examination of our public schools. A large school must be examined in many branches, in the brief space of three hours. In this time, perhaps, twenty classes must gallop out from their seats, gallop through a recitation, and gallop back again. Rapidity is indispensable, and confusion inevitable, unless the parts have been previously arranged—unless every one knows the steed he is to mount and has his foot in the stirrup.

What shall be done? Why, just this,—frankly speak out the truth, and tell your patrons that you have prepared for an exhibition.

Tell them that you have drilled your pupils in various branches during the term, and urge them to come and take time to see how well they understand them. Set apart as many days as you need, and send them a definite and earnest invitation to be present. "Compel them to come in." This will be honest, and this will produce faithful study in your pupils. But do not, after exhibiting a prepared and splendid sample, repeat that stale and disgusting falsehood, "This class are equally as familiar with the whole book." "This class, eight years old, have studied grammar one term, and can analyze and parse any piece in Porter's Rhetorical Reader." What I would wish is, that these public demonstrations be rightly understood, both by the scholars and the community. I would also add the caution that they be not very often repeated. Quiet visitations and examinations cannot be too frequent, but exciting exhibitions should be rare.

In some towns committees take the entire management of the examination while the teachers stand by as spectators. This course effectually removes the evils of which I have been speaking, but is liable to serious objections. By this method the pupil gets too little credit, rather than too much. Committees may put questions very differently from teachers, and sometimes, perhaps, neither clearly nor judiciously. They may present new and puzzling questions. The answer must be instantaneous. Pupils are excited by the presence of a crowd of spectators. Their thoughts are liable to be confused, and they often hesitate from diffidence to give an opinion. These difficulties would not exist to such an extent, in a familiar visit during the ordinary exercises of the school, when the teacher and visitor might join in making a familiar examination. Such examinations, I am confident, would be much more satisfactory to all concerned.

THE TEACHER.

What is the work of the true teacher? what his reward? Silently, and it may be unconsciously, he is wielding a power over the destinies of men which is unsurpassed. He is engaged upon the foundation work of a complicated and mysterious structure.

If we study the infant in its mother's arms, and note from day to day the increasing strength of body and the unfolding of mind, as it passes through its thus early gradations and progressions, if we follow this child forward to manhood, weigh his immediate influence upon his own time, more especially upon the institutions that are to live after him, if we attempt to estimate what we can *only attempt*, the worth of character and the infinite destinies of mind, we shall realize that he who is to educate this child, to train body, mind and heart, that he may come before the world in a noble manhood, is engaged upon a work worthy of the strongest intellect and the largest heart.

He is to educate the body, to communicate a knowledge of those physical laws, to obey which is to live, to violate which is to die. The health is not preserved by accident or chance, as many would seem to believe; it is based upon unconditional laws, which we must study if we would intelligently obey. These laws the teacher should understand and enforce, both by precept and example.

Again, he is to discipline the intellect, to give it acuteness and strength, that it may be able to think and act, not as the machine of another, but as a free agent, thinking its own thoughts, doing its own work, dependent upon and accountable to no finite power. He is to fit this mind to investigate and enjoy the works of the material world in which it is placed, to investigate itself; that, whether it descend into the bosom of the earth, or ascend and walk familiarly among the stars, or whether still it go down to its own depths, it shall return laden with treasure.

But the crowning department in the teacher's profession relates to the affections, to the heart. He who inspires his pupil with a desire to be useful, who teaches him to reverence the truth, to do unto others as he would have them do unto himself, "to do justly, and to love mercy, and to walk humbly with God," gives to the world more than an Alexander, or a Napoleon, does a greater work than he who sat, as "Rome upon her seven hills," and ruled the world. The child is to learn how to act his part in the government of others by being taught in the school-room how to control himself. He is there to awaken and strengthen those principles of universal benevolence, patriotism and Christian philanthropy, which shall make him a blessing to his time, and an almoner to all coming ages.

But, after all that may be said of present duty and influence, the full results of the teacher's labors are not to be realized to-day, are not to be fully realized in his own age. It is both figuratively and literally true, that the *present* is the educator of the *future;* and the true teacher, looking forward down the track of time and viewing successive generations as they pass, reads, upon their unfurled banners, inscriptions wrought there by his own hand. The history of the last day of time will record his influence; yea, more, he is doing a work, he is setting a mark which eternity shall not obliterate.

Do we delight to look upon the marble which almost breathes and pulsates, as it comes from the creative hand of the artist? Do we love to look and look again, and praise the skill that could fashion such beauty from the rough, unseemly rock? All this is just and well. But, if we admire the handiwork of genius upon that which shall perish and crumble to dust beneath our feet, what shall we say of the work of the teacher upon a material that shall never know decay? His impressions are upon the imperishable mind, and they are to endure forever.

When the works of art have perished, when the seasons have finished their courses, when the sun has grown dim by reason of age, when all nature has found a grave, then will the work of the faithful teacher endure.

To no one, save the parent, has God intrusted such responsibilities. Well may he tremble, as he enters upon the duties of his profession. Well may he inquire, "Who is sufficient for these things?" It is befitting that he come in his weakness to seek strength and wisdom from Him who taught as never man taught; that he acknowledge God in all his ways, that he may direct his paths.

And now, what shall be the teacher's reward? What greater can he desire than to be permitted to see those whom he has educated, coming forward to fill useful stations in life, as "living epistles," concerning himself, "known and read of all men?" He lives in the affections of his pupils, who shall gladden his heart, as he passes down the evening of life, and shed unfeigned tears over his grave. But he shall find his greatest reward in the consciousness that he has spent his life in usefulness, that his ways have pleased God, and in the sanctified hope that he may stand at last, in the great day of final examination, being able to say, "Here am I and the charge that thou gavest me."

What though he toil through life, comparatively unnoticed and unknown, no monumental pile pointing out the place of his sepulture, or adding its testimony to his worth, though no trumpet sound abroad his name, nor historian chronicle his deeds for

the ken of after ages! still his mission is divine; his monument is more enduring than marble; his record is on high, and his reward is sure.
C. H.

From the Troy Daily Times.

MEETING OF THE AMERICAN INSTITUTE OF INSTRUCTION.

FIRST DAY'S PROCEEDINGS. — MORNING SESSION.

TROY, *Friday*, Aug. 6, 1852.

THE American Institute of Instruction commenced its 23d Annual Meeting in this city, this morning, at 10 o'clock, in the Hall of the Young Men's Association. The attendance was very full, and the interest exhibited must have proved exceedingly gratifying to the many friends of education present from all parts of New England, who came with full hearts to lend their aid in giving strength to that principal element in the permanency of our noble and free institution, — *learning for the people.*

A large number of teachers were present, among whom, "God's best give to man" shone conspicuously, and added interest to the proceedings, in point of numbers and the charms of person and mind. We felt, as we looked upon the fair, open, intellectual countenances around us, that this cause, — like all others where woman lends her countenance and effort, — must progress triumphantly to the desired end. We might enlarge upon this, most pleasant part of our report, if time and space were allowed, but we forbear and proceed to the business matters connected with the objects of the meeting of the Institute.

The meeting was called to order by the President of the Institute, when the proceedings were opened by a fervent and eloquent prayer from the Rev. Dr. Halley.

THE WELCOME BY THE MAYOR.

The Mayor welcomed the Institute, through its President, in a neat and appropriate address, expressing his pleasure in meeting so many friends of education in this place. He said:

On behalf of this city, I have the honor, Mr. President, to welcome among us yourself, and the members of your Institute.

Well are they worthy of a welcome, who are engaged in any undertaking for the improvement, and (notwithstanding the abuse of the word, I will add) the *progress*, of our race. And in no field of such labor has there been seen more real, practical progress, than in *learning to teach.* Learning to teach is new; it is an advanced step in education, — teaching itself is old. It is, indeed, well that the schoolmaster should be abroad; but how much better that when abroad, he should have a trained and disciplined capacity to *impart* what he knows.

For good or for evil, we are fallen on times that have at least some resemblance to those latter days, of which it has been written, "many shall run to and fro, — and knowledge shall be increased." No prior age of the world has known, or dreamed of, so vast and so varied means of accumulating, and of diffusing knowledge. And a large, *the* large part of those means or their applications, are the creation of a period so brief as to be within the memory of, probably, one half of the present audience. The ease, the certainty, the safety, with which so many of you, yesterday far away in your own homes, have been gathered here; — nay, the mere fact that you were there yesterday, and to-day here, would to our own fathers have seemed little less than miraculous. Less than thirty years is all the time the earth has had to become familiar with the snorting steeds, whose iron sinews know no weariness nor pause. And the ocean-wave has, even more recently, found itself converted into the agent that outstrips and defies the wind.

The art of stereotyping, in its improved and cheapened form, is but little older; and the paper that is to receive the impression of its plates, is now made to roll off, ready for the type, in the unbroken web, longer than any pedigree that does not claim a *patriarchal* root: while the steam-press, the Briareus of printers, laughs at all efforts to overtax its powers. Even the lightning, — quicker than the "dainty spirit!" — is, at man's bidding, putting "a girdle round the Earth." And it is a girdle of light!

With such facilities for the intercourse of man with man, for the attrition of mind with mind, — how eminent the need that intelligence should fully keep pace with enterprise. How "devoutly to be wished," that always the Pioneer should have Education for his handmaid; that, as civilization penetrates the recesses of the world, true knowledge should "dispel the mists of superstition and invite the nations to behold their God;" that everywhere the light of science and religion should arch its bow on the o'erpast clouds of Ignorance, serving

——"As a flowery verge, to bind
The fluid skirts of that same wat'ry cloud,
Lest it again dissolve and shower the earth."

Instruction, — the multiplying of the means, the increasing of the power of instruction, — tending to make it universal, stops not short of such a consummation.

As laborers in a cause so glorious, met to encourage each other, to consult on, and devise plans for extending the sphere, and increasing the power of your association, most cheerfully do we furnish you a council room — most heartily do we bid you welcome.

REPLY OF THE PRESIDENT, MR. G. F. THAYER.

Mr. Mayor,— In behalf of the American Institute of Instruction, most heartily thank you for the cordial welcome with which you have greeted our Association. We were led to anticipate a warm reception at the hands of your citizens: we have had more; and we felicitate ourselves on the unexpected honor of having the welcome pronounced by the Chief Magistrate of your city; — pronounced, too, in terms so flattering to our Association. And we devoutly hope that neither yourself nor any of your fellow citizens will have occasion to repent their generous hospitality.

The hosts that invaded the Troy of Scio's sightless bard, went from numerous and diversified States, and for a common object; but that object was hostile. They had a common wrong to avenge — a captive queen to release and restore to her home. We, like them, are gathered from various communities; and, like them, come with a single purpose. But it is one of peace and good-will, and not of war. We come to communicate of *our* knowledge, and to take of *yours;* to make a barter trade of intellectual, social, and moral commodities, — in which, I am sure, there will be no principles but those of magnanimity and fraternity called into action; no desires indulged, but such as will be enjoyed by both parties in the retrospect.

To obtain admission into *ancient* Ilium, the invaders had recourse to stratagem, and might have failed at last, but for their invention of the wooden horse. We, far more favored, come to *your* Ilium—not in opposition to your wishes, but in pursuance of a special and kindly invitation; aided and flown onward by the *iron* horse, whose speed was made available to us, by the lubrication of the liberal terms of his owners. We come and find your portals open, and your tables spread for us.

If we may be so fortunate in our intercourse with you and your people, on this visit, as to find the *latch-string* of your *hearts* out to us, happy indeed shall we be; and fragrant and grateful will be our recollections of our Twenty-third Annual Meeting.

The distinguishing characteristic of the age—the melioration of the human condition—to which you have so eloquently adverted, we trust will have the effect of helping onward the race toward that state of perfectibility of which our nature is capable. But, sir, to make certain, or, at least, more probable, such a result, it behoves not only every community and every association, but every individual, according to his capacity and influence, to lend his coöperation with heart and hand and voice. There are sluggishness to be aroused, dulness to be quickened, right habits to be acquired, upright principles to be established, affections to be elevated—as well as the enlarging of the mind and the infusion of knowledge, which will require the combined labors of teachers and philanthropists and all good men, for ages to come, before the reasonable anticipation of a result so much to be desired can be indulged in. But gatherings like the present are hopeful premonitions of the "good time coming," and we will never despair while the signs are so auspicious.

We meet, too, in this hall, through the courtesy of the "Young Men's Association," who have not only placed it at our disposal, during the time of our present session, but have also extended to us an invitation to visit their library and reading-room during our stay. We rejoice in the establishment of their association, and congratulate your city on its existence.

Fortunate is that community, whose *young* men engage in enterprises like this for their own improvement and for the intellectual welfare of the citizens. To you, Mr. Mayor, are the people of this goodly and thriving city largely indebted for promoting this valuable enterprise, and well have they shown their own appreciation of your labors and your fidelity to the public weal, in placing you in their municipal chair. Long may you live to adorn it, and to enjoy the gratitude of an enlightened, virtuous, and happy constituency.

The ancient Trojans preserved, as you know, Mr. Mayor, in their most sacred shrine, a wooden image of Minerva, which they believed came down from heaven, on the preservation of which the safety of their beloved city depended. Its name, Palladium, from Pallas, has given an expressive word to our language; and the legend or allegory furnishes instruction hardly less than heavenly, even to Christians. For in wisdom lie essentially the safety, welfare, and prosperity of any people. Let us cherish it by giving a hearty and liberal support to all the institutions for good learning in our land; and strive especially, to advance and elevate those which are to form, mainly, the masses of the future population of the country, when we shall have passed away. On their wisdom, their intelligence, their training, will depend, more, probably, than on any other human means, the perpetuity of our present free government and the glorious privileges which we enjoy as a nation.

Ignorance is the nurse of superstition and of crime; while, be it remembered, wisdom is a people's palladium—its rock of safety.

In reply to the remarks of the President, the Mayor responded, that the President's reference to ancient Troy, suggested an alteration of the line of the poet —

Non "time Danaos, et dona ferentes"—

The translation of which is, "Do not fear the Greeks, while bringing presents."

INTRODUCTORY BY REV. JOHN PIERPONT.

Mr. Pierpont was then introduced to the meeting, and delivered his lecture, the subject of which was "*Utility*." He said he did not propose to defend it as a standard or test, by which we are to judge of the morality or virtue of human actions, although he supposed that when the word was rightly understood, it might well be understood and adopted as such; his idea was to set it forth as the point at which those should aim, to whom is especially entrusted the education of the young.

The utilitarian view of *education* then claimed his attention. Etymologically speaking, to *educate* a child was to *lead* him out; not to *carry* him out. The teacher should make the object of his care *take active* exercise; the baby is to be carried; the boy *led*. The leading on the teacher's part, implies and induces walking on the child's; and in all walking there is *active exercise;* and in these two words lies all the mystery of education. For by the phrase "complete education," he understood, the result of a thorough active exercise of all the bodily organs and mental powers.

After noticing at some length the utility and necessity of proper exercise, the speaker passed to the consideration of utilitarianism as applied to the work of education, as a preparation for the duties, trials, and enjoyments of life, and this portion of the lecture was particularly forcible, brilliant, and happy. He remarked, that with many gentlemen the definition of *useful* was — " the greatest pecuniary profit."

The stereotype answers to the Primer question of " What is the chief end of man," was, " To grow thick on the ribs." He does well who is well to do.

" And I cannot but regard this as just the place and time to ask your attention to an abuse of humanity, particularly in the department of Education, that has resulted from the competitions and economies of manufacturing districts; and that is becoming more and more obvious and deplorable as the competitions of the manufacturing world become more and more earnest and intense, namely, — the abuse connected with the system of " Division of Labor;"—the system that sets one operative at work upon only one thing—usually one very little thing.

In a pin manufactory, in England, ten different laborers are put in requisition to produce one pin; even after the brass wire is drawn and furnished to their hands:—ten laborers,—four men, four women, and two children, so that it is the business to which one man is educated and devoted for life, to make one tenth part of a pin! One man winds the small wire, of which the head of the pin is made, into a long, spiral spring. Another's trade, the profession to which he is educated, and from which he gets his living—is, with a pair of shears, formed and graduated for that purpose,—to cut off that spiral wire into pieces, just two turns long; which it is the business of another " hand " to pick up and put upon one end of a straight wire. Each of these operatives is educated to his own department, and to that alone.

Now the ordinary utilitarian will tell you, perhaps, that this system, —division of labor—is the only one that will secure the two great objects,—the *perfection* and the *cheapness* of English pins:—that this is, therefore, a very useful system; for that, through it, are secured the monopoly and the profit of that important business. I answer, yes;—true, the monopoly and the money profit are secured; and secured is the excellent quality of English pins. But what security is found to the men, women, and children that are brought under the system? The perfection of the workmanship and the imperfection of the workman are secured at the same moment and by the same system. In this country, we may not yet have attained the same point of exaltation in the work, or of debasement and miserable dependence in the workman, as has been reached in Europe: but we are rolling, tending towards that point, with a directness and velocity that are alarming to the philanthropist; and that should, I think, be counteracted, as far as possible, by those who have the direction of the momentous interests of Education ;—for, at the hazard of incurring the censures of large bodies of manufacturing stocks, I do maintain that there is a higher form of utility exhibited by a community composed of first-rate men and women, and very ordinary pins, than by a community made up of first-rate pins and very ordinary men and women."

AFTERNOON SESSION.

The Institute met at 3 o'clock. When we reached the Hall, Mr. W. H. Wells, of Newburyport, Mass., was delivering his lecture. His subject was "Self Reliance." The object of the speaker was to show that the fatal error into which teachers often fall, was, to make the lessons as easy as possible for the child. The result of such a course was to weaken the reliance of the pupil upon his own powers, and, consequently, to retard his progress in his studies. He illustrated his position in the case of a pupil who has a question in Algebra to solve. To solve the problem would require an action of mind in the pupil necessary to accomplish the result desired. In proportion to the effort of the pupil to overcome the difficulties in the way to knowledge, so is his mind strengthened to future effort and progress. The answer to a problem may be an easy matter to the teacher, but the answer is of little benefit to the pupil, since his mind is not excited to a proper action.

The principle of scholars assisting each other was also condemned by the speaker, as was the system of publishing " keys " containing solutions of problems. The objections were based upon the ground that such courses weakened the self-reliance on the mental powers of pupils, as well as of teachers. Mr. W. related numerous anecdotes pertinent to the subject matter, &c., the result of self-reliance on the part of scholars.

At the close of the lecture, the suggestions which it contained were made the matter of comment by members of the Institute. The discussion was spirited, and the gratification given must have been very great to all present. The principal point of the lecture commented upon was the suggestion that the teacher should not aid the pupil in solving problems which he could master himself by proper effort. The use of " keys " in schools, seemed to come particularly under the censure of the speakers.

The committee appointed at the last meeting of the Institute to inquire into the Phonetic system of instruction, made a report. The report gives a thorough history of the system, and is favorable to the introduction of the system into schools, as it possesses many advantages over the present system of education; being easier and quicker, and capable of being more widely extended.

Quite a discussion arose in relation to the acceptance of the report, and the passage of the resolutions connected with it.

LECTURE ON PHONETICS.

Mr. Stone said he felt that he had a difficult task before him, as the system whose introduction he advocated had in view an entire revolution in the present method of teaching the child to read. He was aware of the prejudice against which he had to contend, but he was certain that he could show how, in a short time, with the least labor to teacher and pupil, and by means attractive to both, the accurate spelling, clear enunciation and distinct reading of the common print could be obtained by those previously entirely ignorant of it. The Phonetic road was the one on which these results could be best obtained.

The common orthography is full of difficulties to the child. The sound of *i* in *pin*, for instance, was expressed in no less than thirty-seven different methods, such as *e* in *pretty*, *ui* and *ea* in *guinea*, *ee* in *breeches*, *ei* in forf*ei*t, *hi* in ex*hi*bit, *hy* in r*hy*thm, *i* in p*i*t, *ia* in marr*ia*ge, *ie* in pit*ie*d, *o* in w*o*men, *u* and *y* in b*usy*, *ey* in mon*ey*, *ing* in play*ing*, &c. This strangeness is not confined to the vowels. Thus the letter *c* sounds like *k* in a*c*t, and like *s* in *c*ity, like *z* in sacrifice, and like *sh* in spe*c*ial. It transforms limb to climb, and are to care. Hanged by it becomes completely changed, and a lover is transported into clover.

From the Troy Post.

LECTURE OF JOSHUA BATES, ESQ.

At a little before 10 o'clock, Mr. Joshua Bates, Jr., of Boston, Mass., was introduced to the audience, and delivered a lecture upon "Arnold as a model teacher."

The speaker gave a brief statement of the life and personal history of Dr. Thos. Arnold. He early in life gave the world the assurance of a man, and when quite young received many honors from Literary Institutions, some of which the lecturer alluded to.

Dr. Arnold suddenly terminated his useful career upon earth, on his 48th birth-day. This was the brief outline of a man who made an impression on the world, that will live long after him. The lecturer eulogized the social life of Arnold. He was, in the words of an illustrious writer, attached to his family as if he had no friends; attached to his friends as if he had no family; and attached to his country as if he had neither friends nor family.

It was, however, as a teacher that Dr. Arnold made the greatest impression on the world. It was his eminence as an instructor that gave his character peculiar interest. He was not faultless — that we cannot expect in any man — yet he possessed a greater variety of talent for teaching, than is often found in man. As a scholar he was correct and extensive in his acquirements. Scholarship was the highest excellence that he wished to attain. A life of such earnestness was not without its influence. He impressed his own active and zealous character upon all those with whom he was connected. It was his intense earnestness that gave him the great and commanding hold he had upon his pupils. It was not a reverence for genius that the scholar felt, but a sympathetic feeling for the man.

Dr. Arnold was ever striving for professional perfection and improvement. He did not believe, as many others do, that any one could be a teacher. He held that every man was fit to teach only who was himself a student. Dr. Arnold was ever able to be a better teacher, because he himself was a better scholar. He sought to improve himself by constant correspondence with distinguished scholars. He deemed that his system of teaching could be improved, and was ever seeking new facts and new authorities. Thus should it be. Every teacher should, by his own conduct, infuse into his pupils a spirit of studiousness. Let there be an enthusiasm attending the efforts of a teacher like that which characterized the life of Arnold; for a noble enthusiasm will ever keep a teacher from following old technicalities and old forms; it will draw out new thoughts, new modes, and new theories, that will soon form a fascination around the pursuit of knowledge. Enthusiasm is contagious, and in the proportion that it is felt by the teacher, it will be displayed by the pupil. Dr. Arnold thought that emulation was a great necessity in teaching. He considered that as rewards are held out by the Giver of all good to man, in his intercourse with the world, so should the youth be stimulated to effort in attaining a scholastic education. He considered it the duty of a teacher to guide the intellect of youth, and not to stock the mind with knowledge, so much as to prepare the pupils, by developing the intellect, for receiving and cultivating after knowledge. He thought it was no great thing to make boys prodigies of information, but to develop each faculty of the mind was not an easy task. Dr. Arnold was not a slave to the text-book. Such was only a guide for the transmission of his own ideas of knowledge. Dr. Arnold was a Christian, a scholar, a statesman and a gentleman.

From the Times.

At the conclusion of Mr. B.'s lecture, the members of the Institute were favored with instrumental and vocal music by Mr. Clark, of Providence.

Mr. Pratt, of Boston, was then introduced, and delivered his lecture on "Vocal Music." After noticing the success which had attended the introduction of the study of music into some of the public schools of Boston, and the opposition which it had met with in some sections from prudent school committees, and more prudent legislation, the speaker said:

> Music is Heaven's gift to man. A musical capacity comes from the same divine source. We believe God has distributed the musical capacity, though in different degrees, universally; that all possess a taste for musical sounds to a greater or less extent. * * But I did not propose to myself to occupy much of your time in discussing a point so well established, and yet in so many parts of the country so practically denied, — that music can be successfully and appropriately made a part of our school exercises. I propose to call your attention to some of the advantages that may be expected to be derived from the general introduction of music in our schools, both as it respects our school days and as it affects our happiness for life. The general end of all teachings is to fit us for the duties and responsibilities of the world; and in considering the effects of a proper cultivation of music, we are not to limit our ideas to the narrow range of the school-room, although here its effects are of great importance; but we are to consider its influence upon our political, social, and religious life, the important relation which it sustains to the proper development of physical nature and the full and harmonious growth of all our powers.

The speaker then reviewed the influence which music exerted upon the various relations of life, and concluded his address as follows:—

> And now, in conclusion, permit me to add a word which naturally follows from the premises laid down and the topics discussed in the preceding remarks. We have seen that music as an element in the instruction of youth in our common schools throughout our land, though taught in some, is not in all of the schools — that wherever it has been introduced, it has been, and will continue to be successfully taught; hence it should be made a branch of general instruction; that in European schools it is an element of primary teaching — that it can be learned as well as reading—and that the prejudices of some are fast yielding to the truth of this statement. We have next noticed its effects on the political, social, and moral character of man, and have seen them to be of the greatest importance in elevating and ennobling those three great divisions which make up the entire character of a people. What then in view of this subject, becomes the duty of teachers throughout our land? It is that teachers in whose schools it has not been introduced should delay no longer in adopting it as a part of elementary education; and that parents should coöperate with them in promoting this desirable object.
>
> It is manifest that it becomes the duty of all, whether as individuals or in a collective capacity, to aid in a consummation devoutly to be wished, of making a knowledge of music a constituent branch of study in the education of the young of both sexes. It is clear, that viewed in the light of its moral effects upon the affections and the heart, it assumes a vast importance. We have seen that those consequences are in every particular salutary upon the mind, and that therefore all

doubts should cease with reference to the propriety of its general instruction. Persuaded that the views I have here presented will meet with a response in the hearts of all who have have heard them, and induce them to aid in their accomplishment, I feel renewed encouragement on my part to further exertion.

LECTURE BY CHARLES H. WHEELER, OF SALEM, ON NATIONAL EDUCATION.

"The Essential Elements of our National Education," was the subject of the lecture of Mr. Wheeler. It was the object of the speaker to show,—first, that one of the essential principles of our national education was Christian, and second, that the other element must be Intellectual. That the first essential element was Christian, was shown in the formation of our schools,—they were all more or less Christian. It could not be otherwise that education should be Christian, because it could not be neutral. Upon this theme the speaker was particularly eloquent, and offered many strong arguments in support of his position. The tendency of the lecture was to impress upon the minds of teachers, the great importance of making Christianity an essential element in their teaching, and of coupling with it the intellectual element, that the sphere of their usefulness might be as widely extended as possible. The lecture exhibited deep thought, and abounded in beautiful passages, which were rendered with much feeling and effect.

At the conclusion of the lecture, Mr. Pratt, of Boston, favored the Institute with a song. His efforts were rewarded by many bright smiles and other tokens of approbation.

LECTURE BY PROFESSOR J. WHITAKER, OF BOSTON, ON DRAWING.

Mr. Whitaker said, in substance, as follows:

In considering the subject of our present lecture, it is not necessary to premise that every person who wishes to learn to draw, requires all the talent and varied powers necessary for an artist.

Drawing is too often made a mere dead letter, instead of a living, active principle; and instead of enlarging the heart, and prompting the mind to investigate nature and her beauties, it is made only sufficient to enable us to copy the thoughts of others, without attaining the power to express a single one of our own.

We may not all acquire the powers possessed by the great masters; but shall we scorn a part because we cannot attain the whole? Shall we hesitate to write because we cannot equal a Shakspeare or a Milton? —refuse to study mathematics, because we cannot be a Newton or a Franklin?—deny our country, because we cannot prove ourselves an Alpido or a Washington?—never dare to speak, because we possess not the eloquence of a Clay or a Webster? Such a course would be absurd.

The powers required to attain the art of Drawing, are—first, a willing, persevering mind; secondly, a knowledge of geometric form; and, lastly, sufficient patience to enable one to begin at the beginning and go forward as nature prompts, from the seed to the germ, the germ to the young plant, and so on through the different stages of being, until maturity is gained.

But in what respect is drawing important to education? I would answer, it enters into geography, botany, natural history, geometry, architecture, and none can do without it.

The faithful teacher knows how vast a power it gives to him to conjure up living realities before the young mind, to incite generous criticism, to awaken thought, to create a love for the abstract sciences, to infuse into the innermost soul of children, bright hopes and happy thoughts, to hang, as it were, a silver cloud of beauty over life, and make the remembrance of our early days a picture that shall smooth the rough and troubled ways of manhood, and soften the asperities of declining years, and cause our exit from the glorious world to be a foretaste of the more glorious one beyond!

There is no reason why the children of America should not attain eminence in drawing. They are more tasteful than the French, and, thank God, more reliable. They have French taste and Anglo-Saxon earnestness of character; they have every thing to aid them in nature, and all that is wanting is a determination to make use of them. I would not see the worn-out designs of France and England always in use here, for they are out of harmony, and consequently out of taste.

SUNDAY EVENING EXERCISES.

The exercises of the evening were opened with prayer by Rev. Mr. Muzzy, of Cambridge, Mass. The 103d Psalm was then read by the President. A hymn was sung by the audience, led by Mr. Pratt.

LECTURE BY DR. SEARS, ON "IMAGINATION."

Mr. Barnas Sears, of Massachusetts, then addressed the meeting. His subject was "The Culture and Uses of the Imagination." The lecturer commenced by saying that imagination was the great faculty of the human soul. He alluded to the philosophical power of Plato, the poetic genius of Homer, the penetration, courage and power over the popular mind possessed by Luther, the eloquence of Dr. Chalmers—each was indebted to powerful imagination for the great ends which they accomplished, and their lives and works would have been unknown had their imagination been reduced to the standard of ordinary men.

The speaker advocated a cultivation of the intellectual imagination, and condemned that careless and fitful imagination which, in consequence of improper culture, was at present so rife in the land. He then passed to the consideration of what he termed the Satanic school of literature, and noticed its effects upon the imagination. To counteract the evils arising from the dissemination of this kind of literature, he urged the teachers to cultivate the intellectual imagination in the school-room, and to watch with jealous care the kind of books which found their way to the hands of those under their charge.

Monday morning, at 9 o'clock, J. McKeen, Esq., of New York, gave a most valuable historical and statistical lecture on the school system of New York. Mr. Pratt of Boston was called upon, and favored the meeting with music.

Mr. Butler then entered the desk and gave his

LECTURE ON SELF-CULTURE.

The object of Mr. B. was to show the necessity of self-culture, on the part of teachers as well as scholars. He said culture was the great element of our nature, moral and mental, was necessary to our well-being, and should be observed by all. He then noticed the incentives to self-culture and mental advancement, and explained the advantages to be gained by encouraging the growth of those incentives, and following out their promptings. He noticed the rise of Jared Sparks from the position of a schoolmaster in a district school for six winters, to the Presidency of one of the first Universities in the country, and of Franklin, from the printing-press to stand before kings, through the power of self-culture and its incentives.

From these he passed to remark upon a sham aristocracy, who claim more honor for having a grandfather who did a great thing, than from doing that great thing themselves; the aristocracy of politicians, &c.

Mental culture was, again, necessary to check the aristocracy of dress and pride; and he mentioned the case of a sexton of a church, who seated those who came in their own carriages, and turned away those who came on foot. Mental culture would do much toward doing away the aristocracy of dress which we see in young ladies, or who wish to be considered young, and in the male fops whose only capability seems to be to tie a neckcloth neatly, and whose only travels were travels to trunks, and whose only ideas were ideas of dressing well and being well-dressed.

He noticed that few callings were so favorable to the mental culture as teaching, and urged those before him to persevere in the use of all means in their power for the culture of the mind.

Mr. B. was very happy in his remarks, and his playful sarcasm called forth frequent bursts of applause.

At the close of the lecture, Mr. Green, of Brooklyn, preented the following resolution:

Resolved, That the members of the Institute have listened with delight to the lecture on Incentives to Self-culture, by Mr. Butler, and respectfully request the Board to publish 5000 copies of the lecture for gratuitous distribution.

The resolution was unanimously adopted.

Mr. George B. Emerson, of Boston, then gave his lecture on

THE TRUE USE OF TEXT-BOOKS.

He said he proposed to say a few words of an entirely practical character, upon the elementary character of Text-Books. He thought the value of text-books had been underrated, and he proceeded to show the benefit of their judicious use in schools. The first and most important use of text-books was the teaching of language. Upon this point he dwelt for some time, and then passed to the consideration of the second part of his lecture, which was the importance of a proper selection of studies in primary instruction. The bearing of the lecture was, as the speaker premised, practical, and the hints contained suggestions well worthy the consideration of teachers.

The Institute, after passing the ordinary votes of thanks, accepting an invitation to attend Mrs. Willard's levee, at her Seminary, and singing "Old Hundred," adjourned *sine die.*

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston,* } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston,*
C. J. CAPEN, ... *Dedham,* } { D. B. HAGAR, ... *W. Roxbury.*

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

The next Annual Meeting of this Association will be held at New Bedford on the Monday and Tuesday preceding Thanksgiving day. We mention it at this early day, that the teachers throughout the State may make early preparations for attending. It is desirable that every county send a full delegation. Hereafter the names of all the teachers who attend will be published in this Journal, that the public may see who they are that are willing to do something for the profession of teaching and the cause of education, and who they are that stand aloof and fold their arms. At the recent meeting of the Ohio Association, there were present three hundred members and delegates, representing forty-three counties. Shall old Massachusetts yield the palm to any other State in the cause of popular education? The teachers of Massachusetts are better paid than any others in the country, and it is reasonable to expect them to take the lead in promoting the cause of popular education. If they do not, they are unfaithful stewards, and deserve to be deprived of their stewardship. We would suggest that all the County Associations send delegates to the State Association.

P.

The following Resolution was unanimously adopted at the last annual meeting of the Massachusetts Teachers' Association:

Resolved, That, in the opinion of this body, it is very desirable that every teacher in the Commonwealth should take and read an Educational Journal, and that we will use our influence to increase subscriptions to such Publications.

Have our brethren redeemed this promise ?

THE PUBLIC SCHOOLS OF PHILADELPHIA.

WE have received the last Annual Report of these schools through the kindness of Daniel S. Beideman, President of the Board of Controllers. From this document we learn that the public school system of the city and county of Philadelphia has been in operation during the period of thirty-three years. In the year 1836 radical improvements were introduced by rendering the schools absolutely free to the whole community, by abolishing the exclusive use of the Lancastrian system, and by establishing a Central High School.

The schools of the city and county of Philadelphia constitute the First School District of Pennsylvania. They are divided into eleven sections, each of which is under a separate Board of Directors, and all are under the general supervision of a Board of Controllers consisting of twenty-four members.

The number of schools in this district is 270, viz., 1 High School, 1 Normal School, 53 Grammar Schools, 34 Secondary Schools, 142 Primary Schools, and 39 Unclassified Schools. The whole number of scholars is 48,056, and the number of teachers is 781, of whom 82 are male, and 699 female, a ratio of about 1 to 8½. The total expenditure for the year ending July, 1851, was $366,270.11. The High School contains about 500 boys. The corps of Instructors consists of a Principal, with a salary of $2,000; 4 Professors, with a salary of $1,500; 8 with a salary of $1,200; 1 with a salary of $1,100; 1 with $600, and 2 assistants, with $400 and $300 respectively.

In the Normal School there are 143 pupils and 8 teachers. The Principal receives a salary of $1,200. The male principals of the Grammar schools receive a salary of $1,000; and the female principals receive $500. Female principals of Secondary schools receive $300, and of Primary schools, $250.

When we consider that only the brief period of thirty-three years has elapsed since this system was established, its gigantic proportions strike us with astonishment. Judging from the report before us, the system possesses many points of excellence, though not the best which might be devised.

Its Primary schools are graded, which we regard as a good feature, and one which Boston might copy to good advantage. The policy in Philadelphia appears to be to limit the Grammar schools to a very moderate size, the number of pupils under one principal averaging about 250, and to pay only a moderate salary. The policy of Boston is precisely the reverse of this, and it is the best policy. In the rate of salary paid her principal teachers, Philadelphia is behind the times. Even small villages in Ohio compete with her in the market of school-keeping talent.

P.

PERSONAL ITEMS.

Hon. Horace Mann has accepted the appointment to the presidency of Antioch College, at Yellow Springs, Ohio.

Samuel B. Woolworth, who has for nearly twenty-five years had charge of Cortland Academy, (in N. Y.,) has been appointed Principal of the New York State Normal School.

MERIT REWARDED.—Mr. Samuel L. Weston, who has been for several years a very efficient instructor in the English High School in Boston, has been appointed Principal of the High School about to be established in Roxbury. His salary is to be $1,400 for the first year, and $1,500 for the second.

DITTO.—Mr. Charles J. Capen, the successful and indefatigable Principal of the Dedham High School, has been selected to fill a post in the Boston Latin School. The salary is $1000 for the first year, with an increase of $100 per year, until it reaches $1,200.

DITTO.—Mr. Loring Lothrop, late Principal of the Chapman Grammar School for Girls, in East Boston, has been elected Principal of the Boston Normal School. Mr. Lothrop has built up an enviable reputation as a teacher, and we doubt not he will adorn the responsible post to which he has been called.

Hon. Henry Barnard, Superintendent of the Common Schools of Connecticut is on a visit to Europe for the benefit of his health.

Prof. Joseph Henry, of Washington, D. C., has been elected President of the American Association for the Advancement of Education.

Prof. Charles Davies has been elected President of the New York State Teachers' Association.

MISCELLANIES.

Good News from the South.—A convention of Teachers and Friends of Education in North Carolina, was held at Raleigh, on the 29th of June, and it stands adjourned to the 29th of Dec. next. The report of the proceedings indicates a strong determination on the part of the members present to enter heart and soul into the work of educational reform.

Female Education.—A Convention of the Friends of Female Education was held in Sandusky City, Ohio, on the 6th of July. A Constitution was adopted, and Rev. T. B. Wilber, of Cincinnati, elected President, and Dr. A. D. Lord, of Columbus, Secretary. The next meeting will be held on the 28th of Dec.

An Educational Periodical is about to be established by the New York State Teachers' Association, on a plan similar to that on which this journal is conducted, except that one local editor receives a salary for his services. We wish the enterprise success.

As an evidence how well Edmund Burke understood the import of words, the following may be cited. Factious members of a community are often associated for no other purpose than to pull down the predominant party, and when that object is once attained, they divide and separate again. Burke, enforcing the necessity of a more intimate union among good men, thus expresses himself: "When bad men *combine*, good men must *unite*."

The Library of the Boston Mercantile Association contains 11,451 volumes.

Professor Silliman, in an address delivered before the Phi Beta Kappa Society of Yale College, remarked that the best diploma for a woman is a large family of children and an honored and happy husband. The Professor thought that with regard to the degree of Mistress of Arts, lately conferred by a western college, the title would be more becoming with an *he* prefixed to it—for *Mistress of Hearts* woman must ever be.

During the two years since the establishment of the State Normal School of Connecticut, 336 pupils have been connected with the institution.——The last graduating class at Dartmouth College numbered 61.——The Free Academy of New York is one of the brightest ornaments of that city. The number of pupils in attendance the last year was 438. The President receives a salary of $2,500.——Steps have been taken to establish a State Reform School in N. H. A site has been selected for the institution in Concord.

"Five years since the State of Maine put into operation a liberal system of school improvements, provided for a State Superintendent of Common Schools, and placed, successively, competent, energetic men in this office. After a few years of obvious, acknowledged reform and prosperity, the Legislature, at its last session, stupidly abolished the office of Superintendent, carefully directed the educational course of the State towards heathenism, and then returned to their constituents to triumph in the *economy* they had practised for their great and patriotic State!"—*Ohio Jour. of Ed.*

A spicy correspondent of the Maine Journal of Education, writing from Gorham, says:—

In the town of Gorham we have twenty-two or twenty-three districts; and as the subject of dividing them, and thus still augmenting their number, is being agitated, instead of going to the expense of constructing new buildings, I respectfully suggest the plan of introducing *portable school-houses*, to be transported from one district to another alternately, as the inhabitants of the district shall determine. Agents can then borrow or lend a school-house, as they would a wheelbarrow or a rat-trap.

ANTIOCH COLLEGE.—The corner stone of Antioch College, at Yellow Springs, Greene Co., O., was laid with appropriate ceremonies, on the 23d of June. This Institution has already twenty acres of ground, a building fund of $60,000 or $70,000, and scholarships pledged to the amount of $130,000. With such ample means, the buildings should be the finest in the State.

The Home Journal says that the last instalment of Jenny Lind's munificent gift of $150,000, towards the endowment of schools in her native country, has been despatched. Her pledge to give that sum has been redeemed, and she may now calmly rejoice in the consciousness of having nobly accomplished a noble endeavor. It is a satisfaction, too, for the people of this country to reflect that, in rewarding the sweet singer, their money has been well bestowed.

Geo. Peabody, Esq., the eminent London banker, has given to the town of Danvers, which is his native place, the munificent sum of *twenty thousand dollars* for the establishment of a lyceum and library, and the erection of the necessary buildings.

The sum of one hundred thousand dollars has been raised by the Universalist denomination for the establishment of a College in Massachusetts.

A correspondent at Glendale, N. J., writes as follows. Who can do better?

"You will admit that we do quite well in taking educational papers, when I tell you that five of the six teachers (we have six schools) in this township, including myself, ex-teacher, take, in addition to the five copies of the "Massachusetts Teacher," three of the "Pennsylvania School Journal," two of the "Ohio Journal of Education," and two of the "Weekly Phonetic Advocate," published at Cincinnati, besides some few copies of literary, scientific, and musical periodicals. These all are doing a good work for us, and as a natural consequence, our teachers are getting into better repute. Education is progressing here."

EXCHANGES AND PUBLICATIONS RECEIVED.

THE NEW ERA, published in Goldsboro', N. C., devoted to the interests of Education, Agriculture, and the Mechanic Arts, an excellent paper and very welcome.

CATALOGUE OF THE JUDSON FEMALE INSTITUTE, Marion, Perry Co., Ala., a large and flourishing institution.

V. B. PALMER'S BOSTONIAN, a little gem to advertise an advertiser.

THE PHONETIC ADVOCATE, devoted to the Phonetic reform, published by Longley and Brother, Cincinnati.

THE WYOMING COUNTY MIRROR, published in Warsaw, Pa., an able paper, with a good Educational Department.

THE CONNECTICUT COMMON SCHOOL JOURNAL, edited by Henry Barnard, Supt. Common Schools, terms, $1.00 a year.

REPORT OF THE SCHOOL COMMITTEE OF CAMBRIDGE, for the Municipal year ending Apr. 5, 1852.

A LECTURE on the use and abuse of emulation as a motive to study; delivered before the Essex Co. Association of Teachers, at Newburyport, Apr. 9, 1852, by Prof. Alpheus Crosby. This is a pamphlet of rare merit, and we hope to be able to give our readers an idea of its spirit, in a future number.

We have received the LONDON EDUCATIONAL TIMES, through the politeness of Amos Perry, Esq., of Providence, R. I., who is making the tour of Europe.

SIXTH ANNUAL REPORT of the Common Schools of N. H.

PRIZE ESSAYS.

The following Prizes for original Essays are offered by the Massachusetts State Teachers' Association: —

To the members of the Association, for the best essay on "The Self-improvement of Teachers," a prize of *fifteen dollars.*

To the female teachers of the State, for the best essay on "Moral and Religious Instruction in Schools," *fifteen dollars.*

Each essay should be accompanied by a sealed envelope containing the name of the writer; but no envelope will be opened except those which accompany the successful productions. The essays must be forwarded to the Secretary, Charles J. Capen, Esq., of Dedham, on or before the first of October, 1852. The prizes will be awarded by an impartial committee; but no prize will be awarded to any production that is not deemed worthy of a prize. The successful essays will be regarded as the property of the Association.

W. H. Wells, *President.*

Newburyport, Dec. 18, 1851.

PRIZE CIRCULAR.

Two prizes, one of ten dollars and another of five dollars, have been offered to the lady teachers of Norfolk County for the best essays on some educational subject: "The Management of Primary Schools" is recommended as one worthy of attention. The essays should be sent to the subscriber by the first of November, over a fictitious signature, accompanied by a sealed envelope containing the name of the author.

Charles J. Capen,
Secretary Norfolk Co. Teachers' Association.

Dedham, June 18, 1852.

TEACHERS' INSTITUTES.

Arrangements have been made for holding Teachers' Institutes, the present Autumn, in the following places: viz., at

Holliston,	Oct. 11—16.
North Brookfield,	Oct. 18—23.
Fall River,	Oct. 25—30.
Amherst,	Nov. 8—13.
Chicopee,	Nov. 15—20.

Barnas Sears,
Sect'y of the Board of Education.

Boston, Sept. 1, 1852.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 10.] CHARLES NORTHEND, Editor of this Number. [October, 1852.

SCHOOL SUPERVISION.

About a year ago the Essex County Teachers' Association appointed a Committee to report on School Supervision. The following report was subsequently submitted, and will be further considered and discussed at the next meeting of the Association, which will be held at Lynn in October.

The undersigned, to whom was referred the subject of "*School Supervision*," would most respectfully offer the following report:

Your Committee are well aware that the subject which you submitted to them is one of much interest and importance, one which demands serious thought and careful consideration. The supervision of schools is so intimately connected with their very existence and usefulness, that it is of the utmost importance that a wise, judicious, and efficient mode be adopted. While a well devised and properly executed plan will tend greatly to elevate and advance the schools, a poor and inefficient one will retard their progress, and impair their usefulness.

If it is important that *any* supervision be exercised over our schools, it is certainly the part of true wisdom to provide for the *very best* that can be devised.

In submitting to us the question under consideration, you have, certainly, implied your want of *entire confidence* in the mode now in operation. But it is often easier to *see* defects than it is to *remove* them. To effect *any* change in a long established institution, or course of management, is no trifling task, and it is not the part of true wisdom to abandon *old* ways, though not in all respects satisfactory, unless *new* and *better* ones are clearly open before us. The present method of School Supervision has been long in vogue.

It was devised by good and true men, and has been sustained by many of the wisest and best of men, and for the times and circumstances, it has accomplished a vast amount of good. But times and circumstances have materially changed. The number of schools has greatly increased, their continuation has been lengthened, the branches taught in them multiplied, and the duties required of School Committees greatly augmented. On the other hand, the appropriate duties and cares of clergymen and other professional men, from whom the schools have been wont to receive supervisory support and influence, have become more numerous and pressing, so that while the schools actually demand much more at their hands, they are really unable to do so much for them as formerly.

It is now extremely difficult, in many places, to find men who at once possess the requisite qualifications and the needed leisure.

In order that a man may be an efficient and useful school supervisor, he should not only be a man of varied knowledge, sound judgment, good common sense and a candid mind, but he should also have a degree of familiarity with the several branches taught in the schools, and above all, he should feel a deep, lively, and abiding interest in the cause of popular Education, and possess a heart of sympathy for both teacher and taught. He should also be a man who will merit and command true respect, and one whose daily walk and conversation are of a truly exemplary nature.

He should also have much leisure time which he may devote to the uninterrupted examination of the schools under his charge.

Are we not right in these views? If so, let us for a moment look at the existing state of affairs. Is the Committee-man a clergyman? He is, undoubtedly, a most worthy man, but his school visitations are liable to constant interruption by calls from the sick or the dying, the afflicted or the marrying ones of his pastoral charge;—or if he remains *bodily* in the school-room, his *mind* may be upon some half-constructed sermon, or upon some parochial duty.

Is the Committee-man a physician? Who can tell *when* or *where* to find him? On the very day that his attention may be most wanted in the school-room, the more imperative calls for emetics and cathartics, bleeding and blistering, or for relief to some mortal ache or ailment, may have possession of the whole man, — both doctor and committee. Is the Committee-man a lawyer? He will be very likely to attend to school duties if no "*retaining* fee" calls his mind in another direction, — but, as a matter of course, he will strive more to gain a suit at law than he will to suit the demands or meet the wants of the public schools, — and if he spends an hour in visiting schools, it will be with the constant fear that it may be at the loss of a client. Is the Committee-man a farmer? His thoughts will be more intent upon the training of horses and cattle, or the shootings of trees, vegetables, and grains, than upon the training of boys, or the shooting of the young ideas in our schools.

Is the Committee-man a mechanic? He will think much more of the easiest and cheapest method of driving nails into boards, pegs into sole leather, or money into pocket, than he will of driving ideas into or out of boys' heads. Is he a merchant? The rise and fall off in the prices of goods will be far more prominent in his mind than the rise and fall of the voices of the young whom he may nominally superintend, and a good bargain in prospect may blind his eye to a good recitation. Above all and beyond all, is the Committee-man one of those creatures who have just "nothing at all" to do? Then he will prove the most complete "do-nothing" that can be found. He may talk, and bluster and fret, — but his very do-nothing habits will unfit him for a *do-something* man. If seemingly he labors like the mountain, he will bring forth nothing but a mouse.

He may feel that the weight of the nation is upon him, but the schools will feel *his* weight, and all he bears, really or imaginarily.

Is it not, in the very nature of things, *must* it not be so? In our allusions to different classes of men we have not intended the slightest disrespect. All will admit that he who would be truly successful in any vocation or pursuit, must enter upon it with a devotion of heart and energy of purpose. Hence the good minister, the skilful doctor, the efficient lawyer, the successful merchant and mechanic, the prosperous farmer, are so because they give their attention to their respective callings, while the *do-nothing* man has no calling, and is generally unfit for any.

But in addition to what we have said, the present mode is objectionable in that the responsibility of inspecting the schools is divided among several, and consequently there is not that strong, individual responsibility which is essential to give energy, fidelity, and success. To leave the care and oversight of our schools to a Board of ten or twelve men, is much like entrusting the care of a railroad to a Board of Directors instead of to a special Superintendent.

In order that a man should feel a deep interest in any movement, and labor successfully for its advancement, it is quite important that he should realize that much of its degree of progress, or want of progress, depends upon his action and interest, or deficiency thereof.

If the care of the schools in a town devolves upon some ten or twelve men, we may see that no *one* will assume to himself a very large share of the responsibility, while each will almost excuse himself from acting, under the impression that the greater fidelity and fitness of his associates render his efforts unimportant.

Again: the frequent change of School Committees is very unfavorable to the best good of the schools. Every one knows that familiarity with peculiar duties renders their performance comparatively easy.

Hence a man who has devoted one year in the discharge of School Committee duties, is usually much more competent to spend another year than a stranger could or would be. He has become acquainted with teachers and pupils, and knows how to say and do things in the best way and at the right time. Indeed, if he is the right kind of a man, his entire influence and efforts will be more efficient than a stranger could be. And yet comparatively, how few good men are retained in office for consecutive years! They either find the duties too onerous, the task too thankless, or the votes at the annual election too few. But we have already sufficiently enlarged on this point, and assuming the position that the present mode does not accomplish the desired amount of good, we will proceed to designate one which we think will be more efficient and useful.

I. Each town shall annually elect a Board of School Committee, to consist of three, five, or more members, to whom shall be entrusted the moneys raised for educational purposes, and also the general interest of the schools within the town.

II. This Board shall, as soon as may be after its organization, appoint some suitable person from its own number, or otherwise, as special Superintendent of the Schools, with the following specific duties.

1st. To select and contract with all teachers, and make such examination into their qualifications as may seem necessary, or as the Board may direct.

2d. To visit the several schools within the town as often as each month.

3d. To hold meetings of the parents in the several school districts, and address them in reference to their school duties and obligations.

4th. To hold occasional meetings of the teachers within the town, for the consideration and discussion of topics pertaining to their vocation.

5th. To aid in the adjustment of any difficulties or misunderstandings that may arise between parents and teachers, and generally to promote the peace and harmony of districts.

6th. To contract for and superintend all repairs, buildings,

&c., and to provide fuel and all other necessary articles for the schools.

7th. To meet the Board of School Committee quarterly for the purpose of making a detailed report of his doings, and conferring with them in relation to future plans and operations.

8th. To make annually a detailed report of his doings, and of the condition of the schools; first to the School Committee, and subsequently to the town.

Charles Northend,
Luther Emerson,
J. B. Fairfield,
Benj. Greenleaf,
Com. of Essex Co. Teachers' Association.

PRACTICAL TEACHING.

BY STEPHEN J. SEDGWICK.

In which the reader listens to a recitation.

> "In every scene some moral let us teach;
> And, if we can, at once both please and preach."—*Pope.*

The reader is supposed to be listening to the following recitation. The pupils are on the "forms." We inquire not how they came there. Like Paul Pry, (excepting his apology,) we "intrude" at the time of the recitation in Geography. This subject is *so* simple, *so* prominent, and withal *so interesting*, that everybody knows all about, and of course can *teach* it. The lesson is announced. Subject, "State of New York."

Teacher. "What is New York?"

Pupil A. "New York is the most flourishing, wealthy, and populous State in the Union."

Teach. "What does it exhibit?"

Pupil B. "It exhibits one of those amazing examples of growth and prosperity that are nowhere to be seen on the globe beyond our own borders."

Teach. "What is said of the northern part?"

Pupil C. "The northern portion of the State is, in part, mountainous."

Teach. "What of the eastern?"

This question falls to a little boy, whose blue eyes are full of tenderness, and his well-proportioned head covered with heavy flowing ringlets. He looks up, a slight color crimsons his cheek, as he half-audibly repeats—

"What of the eastern?"

Teach. "Yes, what of the eastern?"

"The eastern is" — here he hesitates.

Teach. "Next."

Pupil D. "Don't know, sir."

Teach. "Next."

Pupil E. "'T is n't in my book."

Teach. "How came it out?"

Pupil. With quite a solemn face, "I took my book home, and the baby tore it out."

Boys laugh. Teacher commands order, which becoming partially restored, Teacher is about to proceed, when pupil *X* asks if he may go out.

Teach. "Yes," and as he starts for the door pupil *Y* wishes to borrow a slate. Some confusion, but soon subsiding, the recitation moves on, perhaps.

Teach. "Next, what of the eastern?"

Pupil F. "The eastern is hilly."

Teach. "What of the western."

Pupil G. "The western is level."

Teach. "Well, can't you tell us something more of it?"

Pupil. "No, sir, that is all I remember."

Pupil H. "I remember more, sir."

Teach. "Well, what is it?"

Pupil. "Something about the population."

Boys would like to laugh out, but must laugh slyly. And pupil *G* says, "I knew as much as that myself."

Teach. "What of the agriculture?"

This question falls to a boy who can scarcely read. It is put to the "next," and on round. The page is passed over and the "lesson learned and recited," and that for the next day assigned.

Do you say, this recitation is *no better* than those at our school? Or, not as *well* as at ours? Then, we answer for the first, we hope you *will have* better, and that soon. For the second, we are right glad it is so; and we trust that the sentiment "Let us make good use of our privilege," finds an answer from every one in earnest action.

Now *we* ask, what does any pupil in this class *really know* of the State of New York? Take any one, and ask him to state what he knows of it. What would he, what *could* he answer more than he has? No *real information* has been put in his possession, and *how* can he bring forth any? We propose to "take this lesson over." In the room described in our first article, and on the "forms" there mentioned, are seen plain numbers, 1, 2, 3, &c. to 24. In a "class-book" for the "First Geography Class," are the names of the pupils belonging to the class. The Teacher reads from it these names, thus, pupil *A* 3, *B* 7, *C* 21, &c. They seat themselves by their numbers as they are called. The class is in order, time occupied one minute. These pupils are classified according to their present intellectual capacity and cultivation, and with an eye to their phrenological developments. The more perfect this classification, the better means will the Teacher possess for imparting information. Mind advances as it becomes the possessor of ideas. It advances in truth, if the ideas it receives be true and are in true connection with each other. Mind cannot become such possessor, unless it has the power to apprehend the given idea. To know this, that the pupil *does* apprehend, is the delicate line which the true teacher ever seeks; and with a skill which he alone possesses, will he touch the chord whose answering echo assures him that the thought which he just now communicated, is, by the pupil, "fully understood" and "fully felt."

Teach. "Pupil *A* may take his stand at blackboard No. 1, and draw an outline map of the State of New York."

There he stands before a clean blackboard, with a crayon in his hand and by himself.

Reader, were you in his place, how do you think your map of New York would look? Should you succeed in drawing a pleasing picture, how would the great original figure in your mind by the side of your picture? Give answer faithfully and you will know how thoroughly you were taught, also the extent of your present knowledge.

Teach. "Pupil *B*, take blackboard No. 2, represent the principal rivers of this State, and having done so, describe them."

Teach. "Pupil *C*, on blackboard No. 3, show a picture of the principal canals, and name the more important places on them, with their present population. Pupil *D*, draw a profile of the Erie Canal from Albany to Utica, and explain the principle of a lock; while doing so take a boat through. Pupil *E*, give a map of the North River in the vicinity of West Point, and inform us what you know of that place; let your description be concise. Pupil *F*, draw a figure of the county of Ontario, and explain what a county is. We shall expect you to be particular as to your idea of boundary. Pupil *G*, indicate by dots the principal points of the State, and give the latitude and longitude of those points; then you may explain those terms."

By this time pupil *A* has his map completed, and a fine one it is, because he is now in the "first class," and has had four years' practice under this system; as he was only to draw the outline he has performed what was required of him, and we have but to examine it, and if we choose, compare it with some good map and see how closely he has retained the same in his mind, and also observe the skill and neatness of his drawing.

Pupil *B* is now ready. We observe his drawing, and he proceeds with the description, and informs us that the Hudson

River rises in the north-eastern part of the State, in the county of Hamilton, and flows in a direction south-east to Sandy Hill, thence south, bearing slightly to the west until it flows into the ocean a short distance below New York city. It receives several tributaries from the west, the principal of which is the Mohawk. The teacher here informs him of a few particulars not found in the text-book, that the sources of the Hudson are several small lakes which are situated in Hamilton and Essex counties in the eastern part of the State, in latitude 44 degrees north. He then asks, "In what latitude do you find the mouth?"

Pupil. "40 degrees and 30 minutes north, nearly."

Teach. "What number of degrees between its source and mouth?"

Pupil. "3 degrees and 30 minutes."

Teach. "Compute the distance in statute miles."

Pupil. "243¼ miles."

Teach. "The distance from its sources to Sandy Hill is about one hundred miles by measurement, and from Sandy Hill to the Narrows or mouth, 224 miles, giving for the entire length 324 miles. This is 80¾ miles more than by your computation. How will you account for this difference?"

Pupil. "In the measurement the windings were included; in my computation it was considered as a straight line."

Teach. "It is correct; and as we see you have shown the rest of the rivers accurately, you are excused from the remaining descriptions at this time."

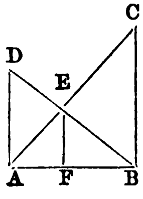
Pupil *C* is ready. We examine his map. He then informs us that the Erie Canal, the Champlain, Oswego, Seneca, and the Hudson and Delaware are the principal canals in this State. That the Erie Canal extends from the waters of the Hudson to those of Lake Erie. The Champlain from Albany to White Hall, on Lake Champlain. The Oswego connects the Erie Canal with Lake Ontario. The Seneca Canal connects it with Seneca Lake; and the Hudson and Delaware Canal connects the Hudson with the Delaware River. We will consider more particularly the Erie Canal. Starting at Albany, we trace it northerly on the western bank of the Hudson to the Mohawk, which it crosses; turning to the west it is constructed along the northern bank of that river a few miles, when it recrosses and then follows a north-westerly direction, on the south-western shore of that river, as far as to the village of Rome; at this place it has reached the "summit level," which is 60 miles long, without a lock. Its course is nearly west from Rome. From Syracuse it observes a parallelism with the southern shore of Lake Ontario. It crosses the Seneca and Genesee rivers in its course, and at Buffalo connects with Lake

Erie. The entire length is 363 miles. It is 40 feet wide at the surface of the water, and 28 feet at the bottom; the depth of water is 4 feet. The whole number of locks is 83, of stone masonry; each being 90 feet long, in the clear, and 15 feet wide.

The Champlain Canal is 63½ miles in length, the remaining dimensions are the same as the Erie. The Oswego is 38 miles long. The Seneca is 20. The Delaware Canal commences at the Hudson, about 90 miles north of New York city, near Kingston, and follows a south-westerly direction to the Delaware river, a distance of 65 miles.

The teacher here offers such remarks and presents such illustrations and proposes such questions, as shall bear directly on the subjects under consideration, and tend to fix more deeply the valuable and interesting points in the mind. He will add, according to his amount of time, descriptions of locks, dams, aqueducts, bridges, waste-weirs, culverts, also of boats, methods of towing, changing tow-paths, steering by night, and all other matters connected with the business of canals.

Let it be borne in mind, that three of the pupils only, from the seven placed at the boards, have recited. The teacher here informs them that the time of their recitation is up, and that the to-morrow's lesson will commence where they stop to-day. The reader may ask, Who is able to teach in this manner? To this there can be but one answer. Only those who possess the information, and are gifted to communicate it. It needs but little reflection, to see that these pupils are beyond the information given in the common text-books on the subject of geography; that they are free from that pernicious idea, "that what is found in a book must be true," and free from that silliest of ideas, "I have finished my education." This is by none of them entertained. When we shall have finished this recitation, and shown its connection with the remaining divisions of knowledge, and of these with the growth of mind, and of heart, there will then have been presented to you, *our view* of "Practical Teaching." — *American Phrenological Journal.*



MATHEMATICAL PROBLEM.

Given D A B, A B C, and A F E right angles, B D = a, A C = b, and E F = c; find A D and B C.

EXTRACT OF AN ESSAY ON INSUBORDINATION.

BY MRS. M. F. C. WORCESTER.

I HAVE chosen, as the theme for my fragment, INSUBORDINATION. As I proceed, I shall probably sometimes wander from it. It is the fashion. I do not like it. I settled upon it because one of our clergymen has recently remarked that "insubordination in families is the crying sin of our town," and I partly believe him, especially since the Exhibition of the last Panorama. I am not, however, intending to portray it as it exists among *us*, because I do not know its extent, and have not the ability to give it the strong, dark tints which it deserves. We will observe it at a distance.

Within the limits of the State of Ohio stands a beautiful village, with enchanting groves of trees, thriving flower-gardens, handsome dwellings, comfortable school-houses, and the inhabitants are proud of their general intelligence, and of their virtuous and thrifty habits. Thither let us go. We will assume, if you please, the character of Paul Pry—inquisitive and invisible. We will peep into windows, stand behind doors, sit in chimney-corners, (alas, for these degenerate days! there *are* no chimney-corners,) crouch beneath the back of the Air-Tight, or coax good easy Pomp to lend us his lowly square foot beneath the shadow of the ample dining-table. Ah, here is a sly spot!

It is morning. The clock in the dining-room strikes seven. Now listen! "Boys and girls get up!" cries a tired mother, elevating her face a little up the chamber stairs, "breakfast is ready." "Father is n't up yet," replies a coarse, abrupt voice, "I won't get up before he does." "Nance and Jul, get up!" persists the mother. "I'm sleepy," says Nancy. "Where are my shoes?" says Julia. "They are down here under the bureau." A pause. "Mother, Dave won't get up, and Eb has jumped out of the window down on to the shed." * * * "Mother, Nance has gone to sleep again." "Wake her up, then." "Jul, I say, let me alone." "I *won't* get up now." "If you do n't I'll tell mother." "Do n't care if you do. She can't *make* me get up." Nancy goes to sleep again. Julia hurries on a few garments, not over clean—not entirely mended, smooths her hair a trifle, possibly washes eyes, mouth and hands, and presents herself at the breakfast table. We will GUESS the rest.

On to the next house. Ah, just seated round the breakfast-table! Parents and children are present. Now observe! "Give me some coffee," says Joseph, "I won't drink water nor milk. I will have coffee, and I 'll have it strong, too." "I won't eat this bread and butter, so there now," chimes in Eddy.

"Susan's got my spoon," says *little* sis, and "You lie, I hav n't got it," says *great* sis. Tommy sings out at the top of his voice, "Joe's got the biggest piece of cheese, and I won't eat this." "Children, children, can't you be more quiet?" says the mother. "Oh, let them talk! Children must have their own way," says the father. "Here, Tommy, here is a better piece of cheese. You need n't eat that if you do n't like it." This is sufficient. A key to the usual management in this family. We will pass along

A few rods farther, leaving three dwellings on the right, and we come to a neat little cottage, partly overgrown with woodbine and honeysuckle. The white and purple violet, and the lowly star of Bethlehem, peep out from among the tall grass, deeply shaded by an ancient sycamore. A sudden burst of anger issues from the kitchen door, which stands half open, and, as we look stealthily beyond it, we mentally exclaim—What *is* transpiring in this little paradise? One look suffices. Edgar has kicked the servant girl, and she is threatening to leave the house this very hour. The boy stands sullenly in one corner, and the poor mother, with a weight of care hanging upon her, to sustain which, together with the family work, she feels herself wholly inadequate, looks distressed, and if she dared, would chastise her ruffian boy. But it is too late. Uncurbed in childhood, he is now too strong for his invalid mother, and full well he knows it. Need we stay longer? Is not this sufficient to show the usual modicum of family government in this house?

In the large house opposite there is a great bustle. We draw near. The children are preparing for school. "Let me stay at home to-day, mother," says one of fourteen summers, bright and beaming as the mountain rose. "*I* sha n't go if *you* do n't," subjoins another, two years younger. "You must both go. Your father will be displeased if I permit you to stay at home in pleasant weather." "He need not know it," says the first. "I hav n't learned my lessons, and Mr. Grant will keep me after school." "No, he will not. He knows what I think of such proceedings, and if he does you sha n't go again. You shall go to Mr. Easyman's school. He does not have such barbarous rules." "Yes, mother, Mr. Grant will keep me to-night. He said he would if I did not have my lesson to-day, and I know he will." "Did he say so? Then you shall not go." "Good! I thought you would let me stay when you knew *all* the circumstances." "May n't I stay, too, mother? I want to go to Aunt Betsey's. Ellen Gray is there." "You had better go, Lucy. You have but two lessons to learn, and have plenty of time to prepare them." A violent fit of weeping accomplishes the wishes of the second pleader, and so Jane and Lucy are both permitted, not only to lose their own lessons, but to retard the progress of those who are so unfortunate as to be classed with them. This is yielding one's own wishes for the *good* of the children. One should n't be selfish, you know. We pass on.

All seems quiet about this two-storied dwelling with a pretty trellis in front. Let us peep in—nay, walk in boldly. Here are only *little* children. Their elders are already in school, trying the temper, and baffling the efforts of one of the best of teachers. Two chubby nondescripts are rummaging nook and corner for amusement. "Come here, Willie, and sit in this chair by me." "I won't." "Well, come away from that drawer." But Willie does not choose to relinquish the half-opened drawer. His eye is charmed by certain revealments of which he has caught a glimpse, and the mother rises and forcibly leads him to the chair beside herself, places him in it, and turns languidly to her previous toil. Willie is again at the drawer—is again caught, and rather resolutely seated in the chair. He manifests his self-will, on *this* occasion, by pinching with his feeble little fingers, and striving to bite the hand which is vainly endeavoring to rule. No notice is taken of these minor demonstrations, and Willie soon finds his way back to the drawer.

"What is the reason, good woman, that you cannot control your child?"

"I think I could," the tear starting in her eye, "were it not that his father thinks him *so* smart, and his ways *so* cunning, he does not like to have me correct him. Willie, though not yet four years old, already understands that his mother must stand alone if she requires obedience. I often think, if my husband would exchange places with me, but for a single day, he would, long before its close, agree with me, that obedience to parents is the jewel of a household. I feel that my life is waning, that my children will soon have a stepmother, and how can she bear with their unchecked waywardness, if *I* am annoyed and disturbed by it?"

"Do not despair, good mother. Govern *with* your husband if you can; if not, govern *without* him. It is your *right*, it is your DUTY. Look to the future world. Draw your support thence. Evil dispositions uncontrolled in your child, will draw about him evil spirits, for like loves like. Therefore, shrink not. A heavy burden it will indeed be to you, but remember eternal consequences hang upon your management."

Hark! what a hubbub is here in this comfortable dwelling by the road-side! A boy with muffled hands, a woman talking vehemently, neighbors running to and fro. What is the matter? A sky-rocket burst? Oh, no! Why, the boy has been punished at school! Think a moment, mother, what you are doing. Be quiet, neighbors. Inquire a little before you explode.

"Nay, nay, we will do no such thing," say fifty voices. Well, then, we pass on.

Our course is slow and tedious. The day is drawing to a close, and after witnessing a great variety of similar scenes, and growing weary thereof, we approach and enter the school-room.

The teacher looks fatigued, distressed, dispirited, perplexed. There sits David, with wandering eyes, listlessly leaning his head upon his hand, and chewing a piece of gum, tobacco, or some equivalent thereto. About twenty more are employed like himself, and the inquiry naturally suggests itself, whether the Great Creator did not make a mistake in not furnishing man with all the appliances for ruminating like the cow and the ox. No doubt He did, and those bright boys, feeling the inconvenience, have set about rectifying the error. Nancy, with one eye upon the teacher, is just in the act of passing a forbidden note across the aisle to another equally ungovernable crony. Julia's head is bent upon the seat, her arm adroitly curled around it, and a peep underneath reveals a flushed and angry face. She has been censured for deficient lessons. Joseph is in his class, but, whenever unobserved, is working industriously to promote a general uproar. Words of regret or admonition fall upon him like pebbles upon adamant. He does as he lists at home, why should he not at school? Eddy is whispering to the boy on his right that "he don't care a snap for the master. His father knows a great sight more than Grant does, and has ten times as much money." Tommy is pinching a little fellow next to him, because he declines to relinquish the remainder of a stick of candy which the two have contrived to eat at intervals, and Susan is similarly occupied in another part of the school-room. Edgar is watching the movements of the teacher, and at favorable opportunities, doubles his fist, and in forcible pantomimic demonstrations lectures to his attentive companions on the importance of perpetual *dis*obedience. And where is the poor boy who was punished at school: "his hands ruined for life;" "stiff with blows;" "swelled up like a puff-ball; "black as his coat," and so on, and so forth? He has graduated with the said honors; is now a gentleman at large; needs no tutor; sports his cane and "Kossuth;" and is, and will be, *a great* gentleman! Who but he?

Come now and let us reason together. In the name of humanity, what can a teacher do—however anxious he may be to lead his pupils in the paths of knowledge, virtue and usefulness—with fifty such specimens of untrammelled human nature? Even if the parents admit that the teacher is to maintain *some* show of authority, each desires and *requires* that his own favorite method should be adopted in respect to *his* children. Says one —"There 's no use in *driving*. You must coax. That is the way *I* do, and I find no difficulty." "You will get along better with my children," says another, "if you *flatter* them. That is the way I do, and I have no trouble." Says a third— "You must *persuade* my children. That is the way I do, and I find no difficulty." A fourth recommends making little presents. He does not call it *hiring* them to do right. Oh, no! but he adds, "That is the way I do, and I find no difficulty." So the teacher is expected to *teach*, but the parents exhort him to *coax*, to *flatter*, to *persuade*, to *hire:* no *decisive* measures must be adopted! Nothing required save what the scholars *like* to do! No clouds, no showers. Is this like the government of God? Does not wrong-doing, under His government, carry with it its own punishment? Tell me not of the very small number of teachers who succeed in governing a school *well*. The marvel is not that few succeed, but that *any* do. The admirable mother of the celebrated John Wesley, after having brought up, I think, nineteen children to a respectable and useful maturity, says in a letter to her distinguished son: "I insist upon conquering the will of children betimes, because this is the only strong and rational foundation for a religious education, without which both precept and example will be alike ineffectual. As self-will is the root of all sin and misery, so whatever cherishes it in children, insures their after wretchedness and irreligion; whatever checks and mortifies it, promotes their future happiness and piety." "This is still more evident," she continues, "if we consider that religion is nothing else than doing the will of God and not our own; that the one grand impediment to our temporal happiness being this self-will, no indulgence of it can be trivial, no denial unprofitable. Heaven and Hell depend on this alone. So that the parent who studies to subdue it in his child works together with God in renewing and saving a soul—the parent who indulges it, makes religion impracticable, salvation unattainable, and does all that in him lies to destroy his child forever." This is strong language, but could we disrobe ourselves of the investments of this life, and stand forth pure, spiritual existences, we should, undoubtedly, be able to see and comprehend its truth.

Again the question arises, What can the teacher do? I answer—Stand up, like one of nature's nobles, and require *exact* obedience. It is your right, no less than your duty. Shrink not, swerve not, though the task be difficult, and though many swords and daggers glisten in the way, set about it with an unflinching determination to succeed. Honor results, not from doing that which has many times *been* done, but in doing that which no one, before you, has *succeeded* in doing. Reflect, that obedience to intelligent, judicious authority is the first step in the regenerate life. If the child takes not this step at home, (and often and often he does not,) where shall he ever have an opportunity, if not at school? Require him to obey implicitly, without even the "why and wherefore." It is not enough, when he is bent on evading his duty, that his attention be turned to something else, as is the manner of many parents, who are held forth as models for imitation. This only directs his selfishness into a new channel, but neither checks nor restrains it. His self-will must be so met in all directions, that he will feel compelled to put away his wrong feelings, and then he will find that instantly, and as a reward from Heaven, good and happy ones will take their places. A mother once undertook to conquer a little daughter, who, in early life, showed unmistakable signs of a refractory spirit. She failed, after numerous attempts, and burst into tears. The child relented, and sought forgiveness. Did the mother follow up the advantage gained? Not she! She said, in relating the incident to a friend, "I got through *that* time, and *now* I take good care not to get into any contest with her." Was this doing justly by the child? Rather let the offences come, and at each recurrence subdue and guide into the straight and narrow path.

And yet this is all to be accomplished with as much kindness as possible. "Kindness," says another writer, "is the birthright of children." The angels treat them with the utmost kindness, and the Lord himself took them up in his arms and blessed them.

Having obtained, or being in the way of obtaining, unconditional obedience, then endeavor to secure another pearl of great price—the power of accomplishing great things. If possible, never let a scholar do anything *inferior* to what he is able to accomplish. This will require great, constant, and self-sacrificing vigilance on the part of the teacher, and indulgent parents will censure; but, disregard their complaints, and keep every one up to the highest point he is capable of attaining. In the present very imperfect state of society, even a *father* or *mother*, who watches over a child and insists upon his always doing the *very best* he can, is blamed; and surely the teacher can expect no less. Meet these censures with composure, but go forward, keeping the eye steadily fixed upon the reward of your patience and well-doing. Youth growing up under such guidance and such requirements, will become energetic, calculating, enduring, industrious, strong to grapple with the real difficulties of life. Accustomed to self-denial, accustomed to go contrary to natural inclination, accustomed to silence the syren song of the tempter, to follow the right and eschew the wrong, they will possess an element of power and success which the petted and indulged can neither beg nor buy. Yes, I say, require *great* things of children and youth;—not greater than they *can* perform, but so great as to put into requisition all the powers with which a munificent Creator has endowed them.

I do not forget that relaxation is necessary; but full well I know that in villages and cities the temptations to trifle away time are so numerous, that a teacher need not puzzle his brains to find occupation for his pupils in their leisure hours: need not *tempt* them to leave their studies. The danger is all upon the other side. There is *too much* parading, *too much* frittering away of that precious article, time. Time for quiet reflection, apart from noise and exciting influences, is necessary to the healthy growth of mind, and therefore we often find that *country* students will outstrip village students, though ostensibly their privileges are fewer in number and inferior in importance.

BRIDGEWATER NORMAL ASSOCIATION.

THE Eleventh Annual Convention of this Association, was held at Bridgewater, on Wednesday, August 18th, 1852, in accordance with the call of the Executive Committee. At the appointed hour the Convention was called to order by the President, Mr. Thomas Metcalf, and the records of the last meeting were read by Mr. A. G. Boyden. The Secretary chosen at the last meeting being absent, W. P. Hayward was elected to fill the vacancy.

A Committee of five, consisting of Messrs. Richard Edwards, Freeman Nickerson, E. C. Hewitt, James Sumner and Arthur Sumner, were appointed by the chair to nominate officers for the ensuing year. The Committee reported as follows: —

For President, John Kneeland; Vice President, Albert J. Manchester; Secretary, James S. Allen; Treasurer, Jacob F. Brown; Chief Marshal, George L. Andrews.

This report was unanimously adopted by the Convention. On motion of Richard Edwards, it was voted that the chair appoint a delegation of five to attend the next Convention at Westfield, Mass. Messrs. Richard Edwards, Joshua Kendall, O iver F. Bryant, Albert J. Manchester and J. Kneeland, were appointed on this delegation. A Committee of five, consisting of Messrs. Joseph H. Swain, Sidney C. Bancroft, Richard Edwards, William J. Potter, and John Kneeland, were appointed to draft resolutions for the consideration of the Convention. This Committee subsequently made a report, which was *accepted* by the Association, but owing either to a want of time or inclination, no discussion was had upon the resolutions, nor were they *adopted* by the Convention.

It was now voted to adjourn until 10 minutes before 12 o'clock. The intervening time was spent in social intercourse, affording a fine opportunity for renewing old friendships, and forming new ones. At the specified time the Association was again called to order by the President, and under the direction of Mr. George L. Andrews, marched in procession to the Unitarian church, for the purpose of hearing the usual address. The exercises in the church commenced with a voluntary by the choir, after which, prayer was offered by Rev. Mr. Brigham, of Bridgewater. A hymn written by Miss C. M. Fuller was sung by the choir, and was succeeded by the announcement of Rev. E. B. Willson, of West Roxbury, as the orator of the day. Persons qualified to judge of such matters, speak of the address as being a very excellent one, abounding in noble sentiments and well calculated to edify and instruct all who had the good fortune to listen to it. The address concluded, another hymn, written for the occasion by a lady member of the Association, was sung by the choir, and after the benediction had been pronounced, the procession was again formed, and, led onward by the inspiriting strains of the Bridgewater band, in due time reached the town hall. Here tables were spread, loaded with a variety of refreshments, to which ample justice was done by all present. After the physical wants of the company had been satisfied, their attention was called to the intellectual part of the entertainment. After a few remarks by the President of the Association, brief addresses were made by Mr. Tillinghast, of Bridgewater, Rev. James Ritchie, of Roxbury, Rev. Mr. Brigham, of Taunton, Rev. E. B. Willson, of W. Roxbury, Hon. Seth Sprague, of Duxbury, Hon. John A. Shaw, of Bridgewater, and Messrs. Batchelder, of Lynn, Conant, of Taunton, and Colburn, of Dedham. At a few minutes before 5 o'clock, the Association adjourned to the Normal Hall. Here quite an animated discussion took place in regard to procuring orators to address future meetings of the Association. The prevalent opinion among the speakers seemed to be, that the persons selected to address the Convention should be practical teachers. At 6 o'clock the Convention voted to adjourn to the third Wednesday of August, 1853. The usual social gathering took place at the town hall in the evening, and was fully attended by the members of the Association. At this meeting all appeared happy; conversation appeared to be the order of the evening, but this was frequently interrupted by music, played in fine style by the Bridgewater band, whose presence and labors contributed not a little to the enjoyment of the occasion.

At a late hour the members of the Association bid each other adieu for another year, and retired to their several homes, well satisfied with the exercises of the day, and we trust with a determination to labor in the cause of education more earnestly than ever before.

W. P. HAYWARD, *Secretary.*

EXTRACT

FROM THE FIRST ANNUAL REPORT OF THE BOARD OF EDUCATION OF THE STATE OF NEW HAMPSHIRE.

ONE prominent subject, that has occupied the attention of the commissioner, is the moral training of our youth in school. It is evident that there has been, within a few years, a growing neglect of the morals of our schools, whatever may have been the cause or causes. Many people of the age of fifty or fifty-five, associate with their school days, recitations in the catechism, and rehearsals of the ten commandments, and the Lord's Prayer. What then must be their surprise, when they are informed that the information which they thus obtained is rapidly dying out in our schools. In only three schools in the county (Rockingham) have the scholars generally been able to repeat the ten commandments. In several towns, in answer to the inquiry, " How many commandments are there ? " the answer in several instances was, "*Eight.*" In nearly all the schools there has existed the habitual practice of using profane language. In connection with this ignorance of the law of God, by which every moral act should be governed, and the habitual use of bad language, there are associated vices that render our common schools nurseries of immorality and vice, rather than of learning and morality. Falsehood, insubordination, idleness, and other vices, are nourished and thrive, in a soil uncultivated by the moralist, and unmoved by the healthy action of good principles. What more important work can be performed for the young, than to inspire their minds with the love of truth, honor and justice, and to awaken them to a moral dislike to falsehood, dishonesty, disobedience and idleness ? Nor can any one charge upon the teacher, any sectarian zeal merely for this moral training of his scholars, since the statute directly imposes upon the teacher this duty.

SCHOOLS.

Ireland has 63 agricultural schools ; Russia 68 ; France 75 ; Bavaria 35 ; Austria 33 ; Prussia 32 ; and Belgium 100. There are numerous others in different parts of Europe.

The following is an extract from a very interesting poem written by Dr. Andrew Nichols, of Danvers, for the centennial celebration of that town on the 16th June of the present year:

One hundred years ago, or more, I ween,
Fashions, unlike the present here, were seen, —
Less luxury in diet, habitude, and dress;
More industry, and nerve-ache vastly less;
Greater exposure to the sun and air,
Fewer pale cheeks;—consumptions far more rare.
One hundred years ago, the spinning wheel,
Hatchel and cards, the loom, the old clock reel,
On which her daughters and the serving maid,
From morn till night, far sweeter music made,
To thrifty housewife's ears, than now proceeds
From thrum'd pianos, and wind-fretted reeds,
Vibrating, whistling to the nervous touch
Of amateur performers, overmuch
Luxuriating in the lap of ease;—
Feasting on dainty sounds,—sweet melodies,
Which neither fit the head or hand to wield,
In life's great battle, either sword or shield;
But leave the helpless, enervated thing
We call a *lady*, subject to the sting
Of every puny insect that she meets:—
Robbing her life flowers of their choicest sweets.
Music, however good, was ne'er designed
To be the daily task of woman kind;—
To take the place of labor, which alone
Can give the nerves a sound, right healthy tone;—
Can give the cheek the glowing tints of beauty,
And fit the body for a mother's duty.
To some, 't is true, rare faculties are given
To lift, by song, th' enraptured soul to heaven;
Excite to love, soothe pain or banish care,
To fire the soul heroic deeds to dare:
To such, let music be their daily food;
"Go, follow Nature," is a maxim good.
But, few can hope, by modulating wind,
To make themselves resemble Jenny Lind;
Nor can the mass of lower crust, and upper,
Expect by song to win their daily supper;
Which to win somehow, we must hold to be
The very essence of morality.
God ne'er intended that an idle hand
Should waste the plenty of hard toil-till'd land.
To eat the fruit of the well cultur'd tree,
By others planted, and not truly be
Planting for others, is a shame and sin,
And no one guiltless is, who rests therein.

NEW ENGLAND NORMAL INSTITUTE.

Several of the gentlemen employed as instructors in the Massachusetts Teachers' Institutes, have united for the purpose of establishing a private seminary for teachers under the above designation. The proposed establishment is, in several respects, different in its design from that of the Normal schools of the State. It is intended for persons who are or who expect to become teachers in other States as well as our own, and for those who are preparing to give instruction in private schools, and in academies or similar institutions, as well as for any who wish to devote their attention to particular branches of education exclusively, or for a limited period.

The Institute will embrace in its arrangements *a series of graded model schools*, including a primary, a grammar, and a high school; each under the care of a permanent instructor, teaching under the superintendence of the heads of the departments in the Institute.

The general affairs of the Institute will be under the direction of Mr. William Russell, Principal of the Merrimac Normal Institute. He will also have charge of the rhetorical department of instruction; Mr. Dana P. Colburn, of the mathematical; Mr. Krusi, son of the coadjator of Pestalozzi, of the same name, of the classical department, and that of the modern languages; drawing will be under the direction of Mr. William J. Whitaker, of the Boston School of Design; instrumental music, under the charge of Mr. George L. Babcock; vocal music, under Mr. George W. Pratt; the French language, in the female department, under Miss Anna U. Russell; and penmanship, under Mr. A. S. Shattuck.

Lectures will be given by Professor A. Guyot, on geography; Professor S. S. Greene, on the analysis of language; Francis T. Russell, on elocution; Dr. Calvin Cutter, on physiology; and Professor William Russell, on English literature, history, logic, &c.

The examination of the Institute, and the conferring of certificates, will be conducted under the supervision of a Board of Visitors, consisting of the most distinguished educators in New England.

The proposed seminary has been located in the town of Lancaster, in this State, the inhabitants of which have liberally secured to the establishment a central and advantageous, as well as beautiful location.

The preparatory arrangements connected with the seminary edifices and boarding accommodations of the institution, are now in progress, with a view to opening early in May.

We hail this noble enterprise as the dawn of a new era in the profession of teaching. Let this institution receive a charter from the State, with power to confer degrees in the science and art of education, and it would immediately take rank by the side of the schools of medicine, theology, and law, and within the sphere of its influence, the profession of teaching would be recognized as one of the learned professions. We bespeak for it the good will of teachers and friends of education. Let it receive a fair trial, and if its influence is exerted on the side of progress, of sound principles and of popular education, let it receive a liberal and hearty support. P.

WHY DO SCHOOLS ACCOMPLISH SO LITTLE?

It is a common complaint that our schools are inefficient, that scholars seem to accomplish but little, comparatively, with all the boasted improvements of modern times. This is doubtless often true: we have no wish to deny it. It is equally true that there are reasons for the fact. Children do not act without motives — they will not study without inducements to mental effort; yet they cannot be expected fully to appreciate the value of knowledge, or to improve their time because they feel the importance and necessity of so doing. Other motives than those which impel the adult to seek information, the professional man to improve himself, or the man of science to prosecute his researches, must be brought to bear upon them. Among these motives, one of the most powerful is the love of approbation — not of their fellows merely, nor of their teacher alone. They need to feel that the eyes of their parents, of the men and women in the district whom they are accustomed to respect and revere, are upon them; that if they conduct with propriety, it is seen, if they improve, it is noticed; if they manifest ingenuity and intelligence, it is observed; and that if they are courteous; frank, truthful, magnanimous and conscientious in their intercourse, and faithful in their duties, it will be *known and approved of all men.*

Let a score of the best workmen, in any trade, be employed upon a work which would require months for its completion; let each be paid for his days' work, whether he did little or much, and whether that was well or ill done; let no one of their fellow-citizens come near from one week to another, to compare the idleness of one with the diligence of another, the ingenuity and taste of a third with the dulness and awkwardness of his neighbor; and would it be possible for any master workman, unless elevated almost infinitely above them, to prevent them from falling into habits of carelessness and indolence? What motives to fidelity, to effort for improvement, could he bring to bear upon them? But let the same men be employed on the same enterprise, under the same superintendent, and let him frequently receive calls from his fellow-citizens, manifesting an interest in the work he had planned, and which the laborers were embodying in fair and beautiful proportions under his direction; let them drop to the workmen expressions of their admiration of the plan and the skill of the designer; let men of character and influence commend the fidelity of the workmen; let gentlemen of intelligence and taste notice the individual artists and inquire their names; and would not these laborers be totally unlike the men they were in the former case? And could anything short of superhuman power secure, in the first, anything like the results which would be accomplished without any appearance of effort on the part of the superintendent, in the second case?

Need we make the application to the course generally pursued with reference to schools of every grade? Children and youth are influenced in the same manner as adults, though to a much greater extent, by the motives above named. Need we say, that schools cannot rationally be expected to prosper unless visited and encouraged by parents and citizens? — *Ohio Journal of Education.*

From the Rural New-Yorker.

RESULTS FROM LANGUAGE.

BY PROFESSOR C. DEWEY.

Its origin, not conventional, but Divine — Primary meaning of words — Secondary, often numerous, but distinct — Abuse of language.

Words are signs of ideas or thought. The notions signified by words are commonly held to be *conventional*, or matter of general consent, as no reason can be given in most cases, if in any, why a particular word or sound of certain letters, should have been adopted to be the sign. For aught that is known, the word *gold* and its sound, might have meant *silver*, and *silver* have designated *gold*, as well as the metals they now do. How this conventional meaning came into use, no one has explained, or can conceive. The difficulty is evidently insuperable. Hence the conclusion prevails that language, the word and its sound, must have been the immediate gift of the Creator to the intelligent race of man. The first pair of our race, on this fact, gave and used names and words and their sounds as their Creator inspired or led them to do. Let only the language be given and used, and the perpetuation of it among their descendants is easy. The origin of language accounts for many things otherwise inexplicable.

Words have a *primary* meaning, and thence are derived *secondary* meanings, entirely different from the primary, and equally definite, depending upon certain relations. The secondary meanings are often numerous, of the same word. This is well known, but often overlooked, and not unfrequently greatly abused by fanciful speculators. Thus the word *spirit*, as a noun has twenty-one meanings in Webster's Dictionary, in all of which the word is in common use, except in the *primary* meaning of wind, air, and hence breath, which has nearly or quite disappeared from the language. These *twenty secondary* meanings include, perhaps, as many more shades of meaning, all distinct from each other as well as from the primary. The relations are obvious on which the secondary are formed, but the *ideas* or notions expressed are entirely distinct. Thus, spirit is used for temper, animal excitement or its effect, turn of mind, sentiment, powers of mind; a person of activity, soul, immaterial intelligent being, ghost, strong and pungent liquor, the renewed. man or nature, invisible agent, as God, angel, departed souls. Then we have *spirit* as a verb, having several meanings, all distinct from those of a noun, though having a certain relation on which they have been formed. How foolish the thought and ridiculous the reasoning, which would attach the same meaning to the same word in all the uses of it.

For further illustration, take a common word, as *exultation*. This is from the Latin, and the primary meaning is jumping up and down, as in the expression of certain strong feelings of joy. Hence the word came to express this feeling of the mind, this joyous spirit, because it was often exhibited by this action, and the primary meaning was nearly disused, even among the Latins; while in our language, only the scholar knows the original meaning, and the word shows only the feelings of joy. The plain man exults on the fourth of July, and the orator rouses the people to exultation. If the primary meaning were intended, or the *etymological* meaning were preserved, as some speculators maintain it should be, the *exultation* of our independence would be the glorious day of jumping up and down, or the day of glorious jumping up and down.

Illustrate by the word *humane*. This is from the Latin word for *man*, and intends the kinder feelings and dispositions of humanity, and hence expresses *human* qualities. But the English apply it also to animals, as the "lion is a *humane* animal." If *humane* must be used in its primary and etymological meaning, it means that the lion belongs to the human race, and is one of its noble representatives. How absurd the speculations, now so common, which thus abuse our common sense, by reason of ignorance of the plain principles of language.

Language leads us directly to its great Author, as does the possession of the powers which thus enable us to make it the most important of all the instrumentalities God has bestowed for the improvement and benefit of our race.

DEDICATION OF THE WASHINGTON SCHOOL HOUSE IN CAMBRIDGE.

The learning and eloquence displayed on this occasion, by the eminent gentlemen present, rendered it one of far more than ordinary interest. Addresses were made by Professors Felton and Bowen, Messrs. Sears, Bishop, Holland, and Paige. Mr. Mansfield, the principal of the school, in conclusion, made the following excellent remarks, which are worthy to be remembered by every parent who is interested in his children's success at school.

I do not feel that I can add anything to what has been already said, and so *well* said by the gentlemen who have preceded me. I trust that I have never thought lightly of the responsibility that rests upon a teacher of youth. But on this occasion, when I think of the liberality of the citizens in erecting so costly a structure, and in fitting it up with so much taste, and at so great an expense; when I look upon those children who are to assemble here daily for instruction and reflect that they are here to receive impressions, for good or for ill, which they will carry with them through life; — when I turn to their parents, and feel that they will hold, and justly hold their teachers to a strict accountability for the priceless trust committed to their charge, I can only exclaim in the language of the Apostle, "*Who is sufficient for these things?*"

I think that after a year's wandering in the wilderness, both the teachers and the pupils of this school will be able to appreciate fully the advantages which we are now to enjoy. But I hope we shall none of us forget, that these are only the *means* of instruction; that while books and apparatus, and large, commodious, and well-furnished rooms are important aids, yet something more than all these is needed to make good scholars, and a good school. In the great work of education, we all have a part to perform — School Committees and teachers, parents and children. It is not my province, of course, to instruct the School Committee as to the nature of their duties, or the proper manner of their discharge. The children of this school, it will be my privilege to meet again. But it may not be amiss to improve the opportunity which this occasion affords to say one word to the parents who may have children under my care.

I am not the only teacher, and this school is not the only one that is to occupy this building; and though I do not speak by authority or by request, yet I am sure that I express the sentiments of each of the teachers, when I say that we all need, what I would now bespeak for all, your sympathy and your active coöperation. It has been truly said, that "in no calling of life are the confidence and the coöperative good-will of the community more essential to complete success, than in that of a teacher." Parents can in various ways aid the teacher in the discharge of his duties, and thus contribute greatly to the efficiency of the school. They can render an invaluable service, by seeing that their children are always constant in their attendance upon its duties. They can gladden and encourage the hearts of both teachers and pupils, by frequently visiting it themselves. By making frequent inquiries concerning the progress and deportment of the pupils, and in a thousand other nameless ways, they can show a personal interest in the school, and can thus create and keep alive an interest in the minds of their children. They can induce them to render a cheerful obedience to all the rules of school, and can themselves readily acquiesce in any arrangement, which it may be thought necessary to make, to promote the good of all. And if, in the discharge of our manifold duties, we sometimes show that we lack the patience of Job, or the wisdom of Solomon, parents can then remember, that "to err is human;" they can look with a charitable eye upon our imperfections, and pardon the infirmities of human nature.

And now, parents, with these increased facilities for instruction, with faithfulness on your part, and faithfulness on the part of teachers and taught, nothing but the blessing of God will be wanting to insure a rich reward.

The following persons were elected officers of the American Institute of Instruction, for the ensuing year:

President, Gideon F. Thayer, Boston.

Vice Presidents, Thos. Sherwin, Boston; John Kingsbury, Providence, R. I.; Samuel Pettes, Boston; Barnas Sears, Newton; Horace Mann, West Newton; George N. Briggs, Pittsfield; Benjamin Greenleaf, Bradford; David Kimball, Needham; William Russell, Merrimac, N. H.; Henry Barnard, Hartford, Ct.; Wm. H. Wells, Newburyport; Dyer H. Sanborn, Washington, N. H.; Alfred Greenleaf, Brooklyn, N. Y.; Cyrus Pierce, West Newton; Solomon Adams, Boston; Nathan Bishop, Boston; Wm. D. Swan, Boston; Charles Northend, Salem; Samuel S. Greene, Providence, R. I.; Roger S. Howard, Bangor, Me.; Benj. Labaree, Middlebury, Vt.; Edward Wyman, St. Louis, Mo.; Thos. Cushing, Jr., Boston; Rufus Putnam, Salem; Ariel Parish, Springfield; Leander Wetherell, Rochester, N. Y.; Ethan A. Andrews, New Britain, Ct.; Thos. Baker, Gloucester; John Batchelder, Lynn; Daniel Leach, Roxbury; Amos Perry, Providence, R. I.; Nathan Hedges, Newark, N. J.; Christopher T. Keith, Providence; Lorin Andrews, Columbus, Ohio; George Gould, Troy; Peter W. Robertson, Troy.

Recording Secretary, Chas. E. Valentine, Boston.

Corresponding Secretaries, George Allen, Jr., Boston; John D. Philbrick, Boston.

Treasurer, Wm. D. Ticknor, Boston.

Curators, Nathan Metcalf, Boston; Jacob Batchelder, Lynn; Samuel Swan, Boston.

Censors, Wm. J. Adams, Boston; Joseph Hale, Boston; Joshua Bates, Jr., Boston.

Counsellors, Daniel Mansfield, Cambridge; Samuel W. King, Lynn; D. P. Galloup, Salem; A. A. Gamwell, Providence; Elbridge Smith, Cambridge; Solomon Jenner, New York; F. N. Blake, Barnstable; Charles Hutchins, Wilmington, Del.; Leonard Hazletine, New York; David S. Rowe, Westfield; Samuel W. Bates, Boston; D. B. Hager, West Roxbury.

Resident Editors' Table.

GEORGE ALLEN, Jr., ···· *Boston*, C. J. CAPEN, ············ *Dedham*, } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston*, D. B. HAGAR, ······· *W. Roxbury*.

CONSOLIDATION OF SCHOOLS.

These terms are used to designate that change in the organization of schools whereby two or more schools of a small size are united in one and placed under the charge of one head master. Where public opinion is most enlightened on the subject of common schools, this modification in the administration of the affairs of public instruction, is making the most rapid progress. This movement seems to have the right direction, and there is reason to believe that it will produce great and permanent improvements in the common school system.

In the States of Ohio and New York, the foremost educators are strenuously advocating this movement, under another name. There it is denominated the establishment of Union Schools. In New Hampshire, it has made some progress in the largest towns, under the provisions of the "Somersworth Act." In connection with the abolition of the "District System," the same thing has been earnestly recommended in Massachusetts, by the Secretary of the Board of Education.

The Superintendent of the public schools of Boston, in his first report to the School Board, which was published last year, set forth the advantages of large schools over small ones so clearly that he who runs may read. The School Committee were so well satisfied with his theory, that they immediately adopted measures for reducing it to practice. After much discussion, their action on the subject has resulted in closing two of the grammar schools, the Adams and the Endicott, the scholars of which have been transferred to other schools, where increased accommodations have been provided for them.

It is to be regretted that by this change several worthy and capable instructors were deprived of their situations. It is obvious that if such cases of individual hardship are of frequent occurrence, the effect will be to drive the best talent from the business of teaching, to those pursuits which promise greater security and independence. In legislating upon the subject of education, the effect of every measure proposed upon the profession of teaching, should be kept steadily in view. There is a choice in systems. Some are much better than others. But the difference in systems sinks into insignificance when compared with the difference in teachers. It is, therefore, far more important that the guardians of the interests of education should direct their attention to the means of securing the most capable teachers, rather than to the nice adjustment of the wheels and pinions of a clock-like system. A good teacher *will* have a good school on *any* system. While an incompetent teacher will never have a good school, no matter how perfect the system may be which he has to administer.

We hold that no system of schools is good, or in the end will prove successful, which does not recognize the importance of holding out inducements to men of first-rate abilities to engage in the business of teaching.

In our view, one of the strongest arguments in favor of large schools is, that such a system does contribute more than any other means within our knowledge to produce this effect upon the business of teaching.

Suppose there are in a village four schools, containing sixty scholars each, and the teachers receive $40 each per month. Now if these schools are united into one, and three female teachers and one male principal be employed to instruct it, it is evident that with the latter arrangement it would be possible to secure permanently the services of a much better teacher for the superintendence of the union school, than could have been obtained for one of the small district schools. And when the right sort of a man is secured for the head of a school, the other means requisite to a good school will not be very difficult to provide.

But in advocating the policy of large schools, we would not be understood to countenance the plan of attempting to instruct a large number in *one room*, or of keeping a large number together in one room for a long time. In order to carry out this plan in the most successful manner, it is necessary to provide *a separate desk for each scholar, a separate room for each teacher, and a hall where the whole school may be assembled occasionally.* With these provisions, there is hardly any limit to the number which may come together under one roof, without confusion or disorder, and be thoroughly taught. P.

THE BOSTON NORMAL SCHOOL.

It is now settled that there is to be a female Normal School, within and for the City of Boston, as a part of the system of public instruction.

The plan of this school originated with the Superintendent of Public Schools. In his first Semiannual Report to the School Committee, published December 1851, he earnestly recommended the establishment of such an institution.

In that able document, he said, "It is due to the inhabitants of this city to establish an Institution in which such of their daughters as have completed, with distinguished success, the course of studies in the Grammar Schools, may, if they are desirous of teaching, qualify themselves in the best manner for this important employment. Educated in our own schools, they would be familiar with our modes of teaching and management, and would lend a cordial coöperation in carrying into effect all the provisions of the School System."

The plan was looked upon with favor by a majority of the Committee, and after due deliberation the necessary steps were taken for carrying it into execution. Provision has been made for its organization, location, accommodations, instructors, and government.

The school-house in Mason street, formerly occupied by the Adams School, has been appropriated for its use. It is a modern building, containing seven commodious school-rooms, and a large hall on the lower floor, which is reserved for the City Library.

The establishment will comprise a Normal Department containing about two hundred pupils, divided into two classes, and each class into two divisions; a model school of one hundred and twenty pupils, divided into two classes, corresponding in grade with the fourth class in the grammar schools, and a primary school of sixty pupils.

When the school is thoroughly organized, the corps of teachers will be as follows, with the salaries annexed:

For the Normal department:	
For Master,	$1,500
" Head assistant,	600
" Second "	500
" Third "	400
For the Model School:	
Two teachers, each	400
For the Primary School, one,	350

The course of instruction will comprise a thorough review of the branches pursued in the grammar schools, the Principles of Intellectual and Moral Philosophy, the French Language, the Natural Sciences, the higher branches of English Literature, Algebra and Geometry.

To this will be added instruction in music and drawing, the laws of health and the means of preserving it, the principles of morality and good behavior. The pupils will have access to the City Library, which is located in the same building, and a library of books of reference, with charts and all other necessary aids to illustration, will be provided. Lectures on the various subjects embraced in the course of study, will be delivered by the teachers and other persons of learning.

Candidates for admission to the Normal Department, must be between the ages of sixteen and nineteen years, and an application for admission is considered as an expression on the part of the applicant of an intention to become a teacher. The pupils who enter this year are to form a class, which will become the senior class of the next year, when an equal number will be admitted to form a new junior class.

Candidates will be subjected to a strict examination in Spelling, Reading, Writing, Arithmetic, English Grammar, Geography and History.

We rejoice in the establishment of this institution, for we regard it as an important auxiliary in the great work of educating the children of Boston. We anticipate for it a high degree of usefulness and success. Its management is in good hands. The Principal is well qualified for his responsible post, and the Sub-Committee who have the immediate charge of it, have acted thus far in regard to it with great wisdom and good judgment.

P.

TO OUR CORRESPONDENTS.

We thank you for the valuable communications with which you have favored us. We hope you will not be weary in well doing. We desire to remind those of you who belong to this State that this is *your* Journal, and that it must be sustained by *your* efforts, if sustained at all.

What we need now is this, *short* communications on methods of teaching particular subjects, and a more full and comprehensive compilation of facts and statements relating to the educational and scientific movements of the day. Will our friends remember us? Do not wait till you accumulate a large collection before forwarding them. If you have one valuable thought or fact, send it along. It will be welcome. The ocean is composed of drops. If each teacher in Massachusetts would contribute one communication a year, and pay for one copy of this Journal, it might be so enlarged and improved as to satisfy every class of teachers. Shall it not be done? We hold it to be the duty of every person who suffers himself to be named among teachers, to contribute something for the support of an *educational journal*, and of a *teachers' association*. We are glad to learn that the most intelligent Committee-men, when inquiring into the qualification of candidates for schools, wish to know what their views and practice in regard to these matters are. P

ITEMS.

Mr. William H. Seavey, a distinguished instructor from the State of Maine, has been elected Head Master of the Eliot School in Boston. Salary, $1,500 per annum.

Mr. Luther Anderson, of the Winthrop School, Charlestown, has been appointed Usher in the English High School in Boston. Salary, $1,000 the first year, $100 being added each year till it reaches $1,200.

Mr. Alfred Hewins, of the Washington School, Roxbury, has been appointed Usher in the Eliot School, Boston. Salary, $800 per annum.

Mr. John N. Brown, of West Cambridge, has been appointed Usher in the Washington School, Roxbury, to fill the place vacated by Mr. Hewins. Salary, $600 per annum.

Mr. Samuel W. Master, late usher in the Endicot School, Boston, has been appointed Sub-Master in the Eliot School. Salary, $1,000 per annum.

PUBLICATIONS.

A System of Penmanship, by Dunton and Payson. Published by the authors, 109 Washington street, Boston.

We have no hesitation in recommending this system to the attention of practical teachers.

American Phrenological Journal, published by Fowlers & Wells, 131 Nassau street, New York. Terms, $1.00 per annum.

This periodical is "got up" in fine style, and contains a vast amount of valuable reading. It is a good thing for teachers.

Literature and Art, by S. Margaret Fuller, with an Introduction by Horace Greeley. Published by Fowlers & Wells, 131 Nassau street, New York, and for sale at 142 Washington street, Boston.

In the opinion of Mr. Greeley, Margaret Fuller Ossoli must be pronounced by impartial judgment, "the most capable and noteworthy American woman the world has yet seen." The publishers deserve credit for the manner in which they have executed their task. No young lady who would possess a cultivated literary taste, can afford to be ignorant of the contents of these remarkable papers. This volume is worth more than a cartload of Magazine tales.

Woman in All Ages and Nations; A complete and authentic history of the manners and customs, character and condition of the female sex, in civilized and savage countries, from the earliest ages to the present time. By Thomas L. Nichols, M. D. With a preface by S. P. Andrews. Fowlers & Wells, 131 Nassau street, New York, and 142 Washington street, Boston. Mail edition, 50 cents.

Equitable Commerce; A new Development of Principles, as substitutes for laws and governments, for the harmonious adjustment and regulation of the pecuniary, intellectual, and moral intercourse of mankind. Proposed as elements of New Society. By Joseph Warren. Fowlers & Wells, New York and Boston. Mail edition, 25 cents.

Such is the title of a small book which some readers would denominate the dream of a visionary, while others would pronounce it a masterly exposition of the fundamental truths of social science. Let each one read and judge for himself.

THE MASSACHUSETTS TEACHERS' ASSOCIATION.

The eighth Annual Session of this Association will commence on the Monday evening previous to Thanksgiving, and will continue through the day and evening of Tuesday. Lectures will be delivered by Prof. C. C. Felton, of Harvard University, Mr. William C. Goldthwaite, of Westfield, and Mr. J. G. Hoyt, of Exeter, [N. H.]

From the distinguished reputation of the lecturers, and the increased degree of interest that is manifested in the cause of Education, an attendance larger than usual may be anticipated.

The Prize Essays will add a new and interesting feature to the occasion.

Accommodations for lady teachers, free of expense, will be provided; and it is anticipated that the usual reduction in the railroad fare will be made.

PRIZE ESSAYS.

THE following Prizes for original Essays are offered by the Massachusetts State Teachers' Association: —

To the members of the Association, for the best essay on "The Self-improvement of Teachers," a prize of *fifteen dollars.*

To the female teachers of the State, for the best essay on "Moral and Religious Instruction in Schools," *fifteen dollars.*

Each essay should be accompanied by a sealed envelope containing the name of the writer; but no envelope will be opened except those which accompany the successful productions. The essays must be forwarded to the Secretary, Charles J. Capen, Esq., of Dedham, on or before the first of November, 1852. The prizes will be awarded by an impartial committee; but no prize will be awarded to any production that is not deemed worthy of a prize. The successful essays will be regarded as the property of the Association.

W. H. WELLS, *President.*

Newburyport, Dec. 18, 1851.

PRIZE CIRCULAR.

Two prizes, one of ten dollars and another of five dollars, have been offered to the lady teachers of Norfolk County for the best essays on some educational subject: "The Management of Primary Schools" is recommended as one worthy of attention. The essays should be sent to the subscriber by the first of November, over a fictitious signature, accompanied by a sealed envelope containing the name of the author.

CHARLES J. CAPEN,
Secretary Norfolk Co. Teachers' Association.

Dedham, June 18, 1852.

TEACHERS' INSTITUTES.

Arrangements have been made for holding Teachers' Institutes, the present Autumn, in the following places: viz., at

Holliston,	Oct. 11—16.
North Brookfield,	Oct. 18—23.
Fall River,	Oct. 25—30.
Amherst,	Nov. 8—13.
Chicopee,	Nov. 15—20.

BARNAS SEARS,
Sect'y of the Board of Education.

Boston, Sept. 1, 1852.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 11.] ARIEL PARISH, EDITOR OF THIS NUMBER. [November, 1852.

METHOD OF TEACHING GEOGRAPHY.

GEOGRAPHY is ordinarily introduced next after the child has learned to read with some degree of fluency, as the study best adapted to his comprehension, and to impart interest to the mind. Perhaps no study is taken up with greater satisfaction by the young pupil, and, certainly, there ought to be an increasing, rather than a flagging interest in the objects of nature so constantly before the eye, and in respect to which the mind so ardently desires to extend the limit of vision. It should require, too, a comparatively short time to learn all that is usually accomplished in this branch of study; and before the period of common school education is completed a vast amount of information should be gathered up, of a most practical character, while learning and applying general principles. No study in our schools is so well adapted to this purpose; none opens so wide a field from which something interesting and valuable may be drawn suited to every vocation. After having learned the general form of the earth, the divisions of land and water, and definitions, what can be more interesting to the child than to be led over mountains, through vales, into the caves of the earth, to the crater of the glowing volcano, to the rising column of the spouting Geysers, or the Niagara's avalanche of waters? Having learned that various classes of animals inhabit particular latitudes on the globe, that the productions of the earth are all located in regions peculiarly adapted to their natures under the controlling influence of climate, how easy to lead the pupil, filled with ardor and zeal, into the boundless fields of *Natural History!* Observing how the air pressing upon the sails of the ship urges it to every portion of the earth, over the broad oceans; in some places blowing steadily in one direction for months, in others changing its direction and force every hour; at one time with its frosty breath blasting the vegetable world and whitening the earth with frost and snow, and anon breathing gently and sending forth dew and shower it revives vegetation and clothes the fields with verdure, the pupil can hardly fail of desiring to study that most interesting subject, *Meteorology*. Whence come the silver and the gold, the copper and iron, the quartz and agates and diamonds, he will inquire; and *Mineralogy* stands ready to gratify his inquisitive mind. Then he will turn to *Geology* to learn how this huge ball on which he lives is constructed, of what materials, to know more of its terrific earthquakes, belching volcanoes and heated waters pouring from its depths. The history of the human race, peculiarities of tribes and nations, changes through which they have passed, their occupations, government, education, religion, &c., all will follow successively. How vastly superior are the enjoyments of an intellect thus drinking in knowledge from pure and inexhaustible fountains, to those of the mind shrouded in ignorance, unable to behold any other object when the glitter of a dollar is before the eye, and insensible to any pleasures except those common to the brute creation!

The two great obstacles to a thorough knowledge of geography by our pupils are — first, their inability to comprehend the subject, from the fact that they are too young at the commencement of the study, and when their minds have acquired a degree of maturity sufficient to study it profitably, they are tired of the endless repetitions, accumulation of hard names to be remembered, and conclude they "have learned all of geography that will be of any use to them." The second obstacle is, that, generally, too much is attempted at once. Mathematical, Topographical, Physical, Descriptive, Civil, and Statistical Geography are presented to the pupil at the outset, and the conglomerated mass is pressed upon the immature mind of the child, from the beginning to the end. The consequence is, that little is learned that will remain clear and definite in the mind. The general form of the earth may be tolerably comprehended by the pupil; the general appearance of the continents and oceans may assume in the mind of the child something of their proper size, shape and distances; but, on descending to minuter objects, and seeking for important facts and valuable information, well located in the mind, the original chaos is too often reproduced, respecting which it was said, "there was darkness on the face of the deep."

"A familiar acquaintance with Topography is obviously the foundation of geographical knowledge."* Such was the principle on which one of the best text-books on geography ever published, was based. Many years of constant use of a system founded on this principle, has fully convinced us, that it is the true and philosophical method, which will never fail of success with even a moderate share of skill in the teacher. By Topography is not meant merely the location of towns, cities, &c., ever changing in character and relative importance, but of every thing on the earth of a *permanent character*, giving a definite and durable framework, with which may be associated any kind or amount of geographical information, which may be retained, rejected or changed, as the drapery of one's person, to meet the circumstances of the rapid changes continually occurring on the face of the earth, in Civil and Statistical Geography.

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* William C. Woodbridge.

The following plan is presented, necessarily with great brevity, with full confidence that if used exclusively as the only system for imparting a thorough knowledge of the subject, or as a method of reviewing, in connection with other modes, or simply as an occasional exercise, it will be found simple yet effective, novel and interesting, easily adapted to the capacity of the youngest child able to comprehend geographical knowledge at all, as well as to the strongest and farthest advanced mind in this department of study. What is peculiar to the plan is, that it will admit not only of a number of members in a class, but also of different capacities, from the beginner who can give only a scanty outline of the lesson, to the mind most fully stored with information with which he may fill up that outline to any desirable extent, both for his own benefit and the young pupil less advanced. Indeed a whole school may be turned into a Geographical Society, for the time being, the younger members being more strictly learners; the elders, amateurs, explorers and collectors of curious, interesting and valuable information. The President of the Association, or Teacher, may add a brief lecture, or any isolated facts with which he may be prepared, to increase the interest of the exercise.

Let the pupil write in a very plain, neat manner, on a card or paper, the following Terms, or Topics:

SECTION A. LAND DIVISIONS.

1. Situation; Boundary; Latitude and Longitude.
2. Peninsulas; Capes and Promontories; Isthmuses; Islands.
3. Mountains; Caves; Deserts; Capitals, Cities, Large Towns.

SECTION B. WATER DIVISIONS.

4. Oceans; Seas; Archipelagoes.
5. Gulfs and Bays; Harbors.
6. Straits; Channels; Sounds.
7. Rivers; Lakes; Cataracts.

SECTION C. ARTIFICIAL DIVISIONS.

8. State of Society; Government; Historical Reminiscences.
9. Religion; Education.
10. Agricultural and Mechanical Productions.
11. Geological and Mineralogical Characteristics.
12. Modes of Travel and Transportation; Curiosities, &c., &c.

The Card containing these Topics is designed as a guide to the pupil, both in *learning* and *reciting* the lesson. While employed in learning Sections A and B, the Atlas affords every thing required to be learned except the definitions of terms, which are to be obtained from the book, or personal explanation of the teacher.

A set of *Outline Maps* will greatly facilitate the labor of the recitation to both teacher and pupil; but does not demand of the latter so much previous preparation and critical attention to the lesson, as when the members of the class are required to draw their own outlines. This may be done efficiently by either of the following methods.

1. If the class can be stationed at the Blackboard, all may occupy half the recitation hour in drawing (from memory always) what pertains to the lesson, having studied and drawn the same during the study hour, on slate or paper. The teacher will criticise and offer suggestions during the exercise of drawing. Pupils should accustom themselves to dash boldly and rapidly through this drawing, which they will be able to do with suitable practice in preparing the lesson. These maps serve as outlines for the remaining part of the recitation.

2. One member of the class may be appointed each day in turn, to prepare a large and full outline map of the lesson, employing such time as he may be able to devote during the day, previous to the assembling of the class. The rest of the class should be tested by drawing the same on their slates or otherwise.

Although the school may be provided with outline Maps in abundance, pupils should never be allowed to neglect the practice of drawing daily. *Map-copying* on fine drawing paper is an interesting and profitable exercise. This should be done with the utmost exactness and perfect execution the pupil is capable of exhibiting in his work. The eye, the hand, and the mind are cultivated simultaneously.

A few words by way of explaining the method of conducting a class with the system of topics presented above, may be acceptable to any who may feel inclined to give the plan a trial.

In this, as in classification for all studies, it is better to have the members of the class of as nearly equal attainment and capacity as may be. The progress may thus be rendered more rapid. But if otherwise, the inconvenience will be far less than in other studies, as will appear obvious. Suppose the first lesson to comprise the States of Massachusetts, Connecticut, and Rhode Island. Each member of the class is to prepare himself to give as full and complete an account of everything required by the topics, as he is able. If very young and inexperienced in the study, he may only be able to draw the boundaries of the State, and even that somewhat rudely, and he may feel obliged to answer in a very brief manner, each particular; nevertheless, he derives what advantage he can from that, and then has the benefit of listening to another who has more ability and information; and after him, another individual, who is able to add to what has been recited by both much that is new and interesting, may pass over the same topics.

When a pupil is called to recite, the teacher will limit him, by directing him to take No. 1, or Nos. 1 and 2, or the whole of Section A or B. After the class has been over the whole lesson, dividing it among a number, one fluent scholar may be selected to revise the whole lesson. No pupil should ever be interrupted while reciting, but when he has taken his seat others may be allowed to make corrections and suggest additional information, by permission. The teacher may require what may seem expedient with respect to the various topics. Of the rivers, the name only of each may be required; or the source, direction, length, &c.

Section C is designed for scholars sufficiently advanced to take along with topography, whatever of a general nature may be derived from the subjects named in the section. It will be seen at once, that with that section a field is open extensive enough fully to occupy the mind of any pupil, even Humboldt himself, for it comprehends the whole range of Natura Science, History, Government, &c.

Our space will not admit of presenting more than this meagre outline of the plan, nor more than to glance at some of its advantages. Of the latter it may be said,

1. That it places before the mind a definite object to be attained, as the foundation on which to erect a superstructure. Let the pupil have a clear, distinct idea of the relative situation, distances, &c. of the various parts and permanent objects on the globe, and he will *locate* at once any information connected therewith. Take, for illustration, an article from a newspaper like the following.

"GREAT TELEGRAPH EXTENSION.—A great scheme of submarine telegraph extensions is being referred to. The lines at Charing Cross are already connected by the French lines to Lyons, whence the corresponding wires will soon enable them to reach, by way of Chamberay, Turin, and Genoa in the Mediterranean. From this point it is proposed that the Sardinian Government should lay down a line to Spezzia, whence the submarine company would carry it under water to the little island of Gorgona, and across it, and then again under water to Bastia. The French government will then probably carry the lines to Corsica; whence a great gutta percha tube will be laid to Cagliari in Sicily. From Sicily to the African coast is a practicable distance, and Tunis will be made a great telegraphic station — whence France will carry a system of wires to Algiers; and England to Alexandria, Cairo and Suez."

Now to a mind ignorant of the places here named and their location, what an unmeaning jumble is the whole paragraph? Take a map and trace out their positions and connection by these telegraphic lines, and the whole route is "plain as a turnpike." Then observe the vast difference between the impression made upon the mind floundering in ignorance, disgusted and perplexed because it cannot comprehend, and the mind leaping from one station to another, upon the bare mention of the names, delighted with the apparent practicability of the scheme, and amazed at the grandeur of the project. The reflecting mind is, at once, filled with "food for thought" in dwelling on this new and mighty agency, destined, perchance, to have a controlling influence in all the commercial and political relations of the European nations, and even of the civilized world, for ages to come. In the one case, the mind, merely for want of a foothold, is cramped, shut up in a nutshell, in total darkness, paralyzed in every faculty; in the other, it leaps "like a thing of life" from point to point, its path all light and beauty, and future realities are spread out before the delighted vision, almost as if the veil of the future were actually raised.

2. The *topics* are equally applicable to any set of maps; but it will be advantageous to have the class all supplied with the same kind. In connecting Descriptive and Physical Geography with Topical, any text-books may be used; and those will be deemed preferable by the pupil which will give the largest amount of interesting information. Facts of a recent character may be gathered from periodicals and books constantly issuing from the press; these are always sought for by an ambitious class with great avidity. The pupil is thus led to keep "posted up" respecting passing events.

3. But two sources of improvement to the pupil are worthy of special notice. When advanced so as to use Section C with facility, the scholar is induced to search anywhere for facts, by which he is led unconsciously into the habit of investigation; also, of preserving the information he acquires for a definite purpose, by which it is so fixed in mind that he will not easily forget it. Again, in order to present the facts acquired intel-

ligibly, it is essential that he should arrange them in proper order, and clothe them in suitable language of his own. Few exercises tend to expand the mind more rapidly and give accuracy and fluency of expression like this.

In closing this article, which has far outgrown the original intention, and yet presents the subject too briefly to be very intelligible, it may be proper to state that nothing original is claimed in the plan. It is only a modification of a system of Topics by Mr. Clark, while associate Principal with Rev. Emerson Davis of Westfield Academy, and has been the only system employed by us during the last fifteen years. On a plan somewhat similar, a system has been published by Sylvester Bliss, Esq., of Boston.

We cannot refrain from urging every teacher, interested in this subject, to give "Woodbridge and Willard's Universal Geography" a thorough perusal. It is a vast storehouse of permanent geographical principles and facts, rendering it an exceedingly valuable book of reference, in comparatively small space.

NOTE.—Beautiful "Mapping plates," or skeleton maps for copying, in Atlas form — by Fitch — may be had of Hutchinson & Co., Springfield, and H. S. Brockett, Hartford, Ct. — Also, in sheets, published by L. Ides, Washington street, Boston.

THE PUBLIC SCHOOLS OF GREAT BRITAIN.

A number of recently published works have rendered it possible to form a correct idea of schools in Great Britain, especially those of the highest grade, so far as relates to their history, course of study, and modes of instruction. While it is very obvious that these schools in many respects differ very much from the best institutions known by the name of Public or High Schools and Colleges on this side of the Atlantic, still a careful observer will not fail to find much worthy of approval, and many hints may be derived, especially in respect to methods of instruction.

Mr. Bristed's book, "Five Years in an English University," has given us a very perfect view of the inside of an English college; and in connection with his main object he has given us some account of the old public schools, some of which are almost as ancient, and in England at least almost as celebrated as the universities themselves. Such are the grammar schools of Shrewsbury and Harrow, the former of which was founded in the reign of Edward VI; the latter is a school "for the sons of rich commoners, as Eton is for the sons of Noblemen," and now is under the Head Mastership of C. J. Vaughan, the intimate friend and correspondent of Dr. Arnold. Every body has heard of Winchester and Eton, Westminster and Rugby. Winchester and Eton are each intimately connected with the universities; the former with Oxford, where it has a college of its own (New College), the latter with Cambridge, where it sends all its best scholars to King's College. Westminster is a London school, once the Court school, kept, we believe, in the precincts of the far-famed Westminster Abbey, where Dr. Busby won his renown as a teacher in the seventeenth century. Rugby, prior to the accession of Dr. Arnold to the Head Mastership, was not equal to the others in repute, but since his time it has enjoyed a high celebrity. These institutions are all preparatory schools for the training of young men for Oxford and Cambridge, although a great many of their students never enter the universities. They are all more like our American colleges than any American college is like a European university. The place and work of Dr. Arnold, as a teacher, thus corresponded, very nearly, to that of President Woolsey, of Yale College, the members of his highest class, or "sixth form," being nearly as old as and having higher classical attainments than the majority of young men who are seniors in our best American colleges. Arnold at Rugby was—what other Head Masters in the English High Schools generally are not—the Preacher for the institution. This office was sought for by him that he might exert a greater moral and religious influence than he thought it possible merely as Head Master, for then he would never be brought into contact with other classes or departments than his own "sixth form." In Mr. Bristed's book we find the results of Arnold's training in the tribute paid to the Rugby scholars at Cambridge. "They were men of great weight and character; they seemed to have been really taught to think on ethical, as well as purely intellectual subjects, better than any set of young men I ever knew; they had better grounds for their belief, and always appeared to have looked into the reason of what they said or did, and to go back to first principles. Their veneration for Arnold's memory was unbounded; they spoke of his loss as a personal calamity, as one might speak of a near relative's death; and you could always recognize a Rugby man's room by the portrait conspicuously suspended in it."

Another work of great value is the "History of the High School of Edinburgh," by William Steven, D. D. This is a duodecimo volume of 588 pages, consisting of the History of the school from the beginning of the sixteenth century till 1849, and an Appendix embracing 220 pages of the volume, made up of excerpts from the Town Council Record in relation to the school, of the chronological lists of the rectors and classical masters, the teachers of the French and German languages since 1835, the teachers of writing and bookkeeping since 1593, and the teachers in arithmetic and mathematics since 1828.

The Appendix also contains a chronological list of the medallists or *duces*, or, as they are colloquially styled, *duxes*, that is, those who were the head-boys at each annual examination. The list begins with the year 1776, and extends to 1848. It is adorned with some of the brightest names of Scotland. The most important paper in the Appendix is the "System of Education practised in the High School of Edinburgh," by Benjamin Mackay, M. A., and in substance, recommended by him to the patrons of the institution in the year 1834. Mr. Mackay was a teacher in the school from 1820 till 1843. He had been, previous to his appointment, a teacher of a classical seminary in Edinburgh fourteen years, and gained a high celebrity as an instructor. We wish his "system," given in this volume, might be re-published in this country for the benefit of teachers. It would show what is done in the best schools of the Old World by men who have made teaching a profession, and it would show too what the results of scholarship are, as produced under such a system.

The Edinburgh High School was long under the rectorship of Dr. Adam, the author of "Adam's Grammar" and "Antiquities," which were so long used as text-books in this country until the work of Andrews and Stoddard led to the disuse of the former, and the works of Eschenburg, Anthon and Smith, have superseded the latter. It is curious to read Dr. Adam's account of the opposition his Grammar encountered when he first published it. The work was prepared at the suggestion, and under the patronage of such men as Drs. Blair, Beattie and Lowth, scholars of the highest eminence, also of Professor Dalzel, and Mr. Harris, the author of Hermes; but their great influence could not save the author from great personal detraction, nor prevent a controversy in which the town council of Edinburgh and the *senatus academicus* of the university were deeply involved, and all parties extremely exasperated. Indeed, it was not without great difficulty that Dr. Adam was allowed to introduce his own work into the school of which he was rector. After many years of disputation, he had the happiness to find his work extensively adopted as a text-book, not only in Britain, but also in the United States, where it was introduced near the close of the last century through the agency of Dr. Witherspoon. He held the rectorship from 1768 till his death in 1809. He was seized in the school-room with an apoplectic affection, and lingered but five days afterwards. In the last hour of his life, as he fancied himself examining the lesson of the day, he stopped short and said, "But it grows dark, boys, you may go;" and almost immediately expired.

The history of the Edinburgh school shows that but little progress has been made, at least not until recently, in the department of scientific and mathematical instruction. It was not until 1828, that a separate teacher was employed to teach arithmetic and mathematics; and instruction and lectures on Natural History and Chemistry, were first introduced in 1849. To each branch only eleven lessons are given, of one hour each, on Saturdays between 11 and 12—attendance being optional. But the course of instruction embraces all the usual branches of a liberal classical education for boys from eight or nine to fifteen or sixteen years of age—and the course in this respect is *fixed*, not *optional*. The course is divided into two grand departments, one styled the course of instruction in the junior classes, and the other the rector's class, which consists of two divisions, the *fifth* and *sixth* forms. The junior course embraces four years, the rector's class, two. During the entire course, the classics are taught; but the non-classical, or English and scientific, forms a large part of the junior studies. Greek is not studied till the fourth year of the junior department. From the very first the rudiments of the Latin language constitute an important part of the course of study, and great attention is paid to geography and Roman antiquities.

The rectorship has been held since 1845 by Leonard Schmitz, Ph. D., a native of Prussia, and a graduate of the University of Bonn in 1831. He renounced Roman Catholicism in 1834, and embraced Protestantism. He is widely known throughout Europe by his numerous publications and editions of the classical authors—a series of which has been published by Lea and Blanchard, of Philadelphia.

There is one striking feature in the course of instruction, common in the ancient public schools of England, which we do not find referred to by Dr. Steven in his history of the High School of Endinburgh. We refer to the employment of private tutors, which, according to Mr. Bristed, is practised in all the universities, and in the public schools. The tutor is an officer distinct from the master, and stands *in loco parentis* to the pupil, attending to his personal wants, in providing board, room and furniture, and especially in assisting him in preparing his lessons.

"At Eton," says a correspondent of Mr. Bristed, who furnishes him an account of that school, "a boy changes his division and comes under a new master every half year, retaining his tutor. The tutor is not merely an agent for the parent, but the boy's natural defender and friend."

"At Eton you get much more help from your tutor in preparing lessons and exercises, than at Rugby. It is this duality, this polarization between the public authorities and the more private discipline, which seems to constitute the *differentia* of a public school. It shows itself in this way — a boy does not look upon his tutor as a schoolmaster; he is to him a gentleman whom he knows just as he knows his father's friend, whom he can ask to his father's house, from whom he claims hospitality as soon as he has left school if he ever revisits Eton. * * * So, also, if he gets into a scrape, his tutor is applied to for his character, and can generally, if he thinks it right, extricate him and set him right in the eyes of a master who may have thought ill of him."

In the Cambridge dialect a private tutor is termed a "coach" and his pupils "his team." Coaches in both the Universities have been employed time out of mind, and are deemed by all students, the highest in attainments as well as the lowest, as indispensable. Candidates for the highest honors sometimes employ two or three "coaches." One of the most readable chapters of Mr. Bristed's book is that in which he gives us what we should call one of his "recitations" to his own "coach," whose name was Travis. The "team" consists of only one student, besides the author, and the tutor is regarded by them as a learned, but familiar friend, who combines work and play in the happiest manner imaginable, giving the best instruction and very good jokes.

Nothing of this sort exists in our American system of instruction, which in respect to the modes of tuition is, we should think, more like the Scotch than the English fashion. Judging *a priori*, one knowing of no other method than the common modes of recitation in the schools of this country, might be led to the opinion that the "coach" system was a mental labor-saving process; but such does not appear to be the fact. If such a tendency exists in the system, it is counteracted by the severe examinations to which all respectable scholars are subjected, and through which they must go unattended by their "coaches." In preparing for these examinations a degree of intellectual effort is put forth which would be marvellous in an American school. Certainly the rank of scholarship is not lowered by the system, for by a comparison of results, as given in the works of Mr. Bristed and Dr. Steven, and in the course of study at Rugby, published by Dr. Arnold, it would seem that the standard of scholarship is higher in the English than in the Scotch schools, and the course of study more comprehensive. The American system, which discards all extraneous helps in learning lessons after a boy has reached the age which is usual for admission to the higher schools, is certainly one which teaches self-reliance, and leads to greater independence of opinion and mental action; and these results will compensate, perhaps, for the want of that high standard which the English student is aided, or rather almost forced to acquire, by the appliances of private tutors and rigid public examinations.

Another interesting feature of most of the schools we have considered is, that they are free schools, or nearly so. Almost all the ancient public schools of England are supported by foundations established at different times for the benefit of a particular locality or city, and they receive most of their pupils from their immediate neighborhood. Shrewsbury was said to be an exception for one generation, receiving its pupils from all parts of England. In some schools a certain number are educated gratuitously, called *collegers* or *foundation men* — while the major part, called *oppidans*, (*town-boys*,) pay for tuition. At Eton only one-tenth are collegers out of the whole number of six or seven hundred; while other schools are made up entirely of scholars who pay no tuition. Mr. Bristed says that the term Public School in England is understood to be a translation of the old Latin designation applied to them, *libera schola*, "where the education is free, or nearly so, for the boys."

The High School of Edinburgh seems to have been, from the first, maintained by public authority as a school for the benefit of the entire city, the pupils being the sons of the nobility and commonalty, received alike without distinction, and sitting together on the same forms, and aspiring for the same school honors. Such men as Walter Scott and Francis Horner and Lord Brougham, were educated here; and Dr. Steven has given us in his history of the school, one of the poetical school exercises of the great Poet and Novelist, which is not unworthy of his subsequent reputation. The High School of Edinburgh seems, in many respects, to be the pattern of the High Schools recently established in the cities and large towns of this Commonwealth, and other States in the Union, where all who are qualified to enter, can be received. We cannot close this article better than by transcribing the speech of Lord Brougham, given at the great entertainment in Edinburgh, on the 25th of April, 1825, when he thus spoke of the High School.

"In this town it was, as was truly observed by our worthy Chairman, (Lord Cockburn,) that I first imbibed the principles of a liberal Scottish education; and it is fit that I should tell you, as many of you may not have heard what I have frequently told to others, in other places and in other meetings, that I have seen no other plan of education so efficient as that which is established in this city.

A school like the old High School of Edinburgh is invaluable; and for what is it so? It is because men of the highest and lowest rank of society send their children to be educated together. The oldest friend I have in the world, your worthy Vice-President, (the late Lord Douglas Gordon Halyburton, of Pitcur, M. P.,) and myself, were at the High School of Edinburgh together, and in the same class, along with others who still possess our friendship, and some of them in a rank in life still we higher than us. One of them was a nobleman, who is now in the House of Peers; and some of them were sons of shop-keepers in the lowest part of the Cowgate of Edinburgh — shops of the most inferior description — and one or two were sons of menial servants in the town. There they were, sitting side by side, giving and taking places from each other, without the slightest impression on the part of my noble friends of any superiority on their part to the other boys, or any ideas of inferiority on the part of the other boys to them; and this is my reason for preferring the old High School of Edinburgh to other, and what may be termed more patrician schools, however well regulated or conducted."

C. H.

MAKE SCHOOL PLEASANT.

Much can be done by a teacher to educate his pupils, besides imparting instruction in certain studies during the daily recitations. Opportunities should be improved continually, to elevate the taste, refine the feelings, purify the heart and ennoble the whole nature of every child committed to our care. Study is an irksome task to many, and school an unpleasant place, and the rich treasures of knowledge should be unfolded to their view in as attractive a manner as possible.

A teacher should always be cheerful, no matter how lowering the skies, how hot or how cold the weather; no matter how irritable or morose a pupil may be, a teacher should always preserve his equanimity. His disposition and temper will go far to make a school pleasant, or the reverse.

Strict discipline, merited rebuke, and even severe punishment are not incompatible with the serenest mind. Good temper is an indispensable element of a good school. Children almost unconsciously reflect the countenances and feelings of those to whom they look for guidance and instruction. But there are some other things also desirable. Recitations should be sprightly and spirited. Dulness in a teacher should not be tolerated.

He should interest his pupils in every lesson, and the recitation seat should be to them, as it were, "enchanted ground." They should go to it with delight, and leave it with reluctance.

Reading lessons are often exceedingly dull and tedious, but they can be made sources of great pleasure and profit. Children must be made to understand, that it does not consist in a parrot-like repetition of meaningless words and sentences, and that pronouncing words properly, and "minding the pauses," is not reading in its highest and noblest sense.

Words are vehicles of thoughts, and to read well is to express correctly and attractively, the ideas of an author. In no one thing, perhaps, can a teacher do so much to *educate* his pupils as when he teaches reading as it should be taught. There is such a variety in a *good reading-book*, that valuable information can be imparted upon almost all subjects. Philosophy and Morals, History and Science, Poetry and the Arts, will all in turn become his theme.

Very much can be done to mould the character, and form the taste, during such an exercise.

A rapid development of the mind, and a healthy mental growth have often been witnessed, and have well repaid for faithful labor in this particular.

And what an interest a teacher can throw into his subject, and what a charm over his pupil, as he relates some historical incident suggested by the lesson, or some anecdote in biography, or unveils to the delighted eye the hidden beauty of some fine poem. Analyze for the class a good descriptive piece, call their attention to the prominent points, and, as they become interested, and the time permits, go into minuter details, and their kindling eyes will gaze upon the pictured landscape, as upon a living reality.

In Geography, also, much depends upon the teacher whether it shall be a pleasant or an unpleasant exercise. Particular places can be enduringly located in the mind, by the mention of some interesting fact, or by speaking of some curiosity of nature or art, "not found in the book."

There is hardly a city so remote, or a village so obscure, but important and useful facts can be gleaned in regard to them. Said a lad one day, "Mother, you do not know how pleasant our exercises in geography are; for scarcely a day passes, when we have good recitations, but our teacher relates something interesting connected with the lesson, that we did not know before, and we enjoy it very much." But perhaps a teacher will say, "I have no *time* to attend to such things." It may be replied, A few things can be said in two or three minutes, sometimes, which will throw beams of sunshine over the countenances, and gladden the hearts for a whole day. Any one can find a little time each day, if system and order have their appropriate places in the school-room. And these *little things* must not be neglected. They are an important part of a teacher's duty.

There must be hard study and severe mental discipline, on the part of pupils, and thorough drilling on the part of teachers; but while these things "are done, they must not leave the other undone." We do not study human nature enough. We forget too often "the lessons of our earlier years." We forget the emotions of our childhood, and how a well-told and pointed anecdote affected us in youth. Let us sometimes review the past, and remember what pleased and influenced us. Let us again go back, and worship at the altar where our youthful aspirations were offered up, that *our teachers* would understand *us* better, and that some of them would be a little more cheerful, a little more kind, and would endeavor to make school a little more pleasant.

We should come to our tasks with fresher feelings, warmer hearts, and a livelier interest in our pupils.

We should occasionally use an illustration, or tell a story, which would break in upon the dull monotony of our school rooms, like a vision of a brighter land.

Springfield. P. B. S.

NEW MEDICAL COLLEGE.

[At the opening of the new and beautiful Medical College at Pittsfield, a few days since, after prayer had been offered, the President requested the Rev. Dr. Todd to offer a few remarks suited to the occasion. He complied with the request, and we hope our readers will be interested in seeing how he looks upon the Medical Profession.—Ed.]

Mr. President:—To the thinking mind there is the mingling of different elements,—the interesting, the joyful, and the solemn,—in the opening of a New Medical College. The beautiful building in which we are assembled, reared two parts by the strong and open hands of our good old mother, the Commonwealth, and one part by the citizens of this town, now stands, the head-waters of streams which are to be wide-spread and mighty in their effects upon the world. How many young men will gather here from our hills and valleys, under the pressure of early self-denial, of hopes and fears, to make this the fitting place for the high responsibilities of life, and the goal from which to start in the race of professional effort! How many, under the deeper pressure of the woes of humanity, will raise their eyes as they come in sight of this building, where skill will take the knife and sever limbs or diseases, — where they will come trembling with terrors mingled with the feeble pulsations of hope! From these seats, men are to go forth over the wide earth, — wherever Providence may call them, — to do battle with sufferings and sorrows. I congratulate the Trustees, the Faculty, and the students, on their occupancy of this new building, so capacious, so convenient, so beautiful, an honor even to the school whose name is already so honorable,—a school which owes so much to the sleepless watch, and the untiring energy, and the glowing interest of one man — a man whose love and labors for it have outlived a whole generation. *Vir laudatus et semper laudandus.**

The heart of benevolence beats with a fuller joy at the increasing facilities which are placed at the command of medical men for obtaining a good outfit,—a real capital with which to begin their profession. As human society advances, and as civilization opens new store-houses of luxuries, there must unquestionably be coming forth new forms of diseases, new developments of the power or the impotency of medicine, new remedies, and new powers of old agents, new triumphs of surgery, new reports of watchful industry, and new forms of prejudice and error. Quackery and empiricism will not grow less as they find they have an increase of property and population to feed upon; and the well-educated physician has to combat, not only with the diseases which fill the body, but also the follies which fill the head. The battle-field embraces interests among the noblest and the most important ever committed to man.

To the lawyer we commit our property, the making of our wills, and the handing of our property safely down to the next generation; the seeing that justice pervades the community, — that wrong and violence shall not enter our dwellings, or dog our steps, — the training up of judges and legislators, and all that pertains to the framework of human society. And to be a good lawyer, with an intellect sufficiently enlightened and comprehensive to grasp all the intricacies of law, with a judgment so balanced and cool that they never fail, and all under the regulation of a heart that can be trusted, is to be a great and a good man.

To the clergyman we commit the high trusts of expounding the Infinite One — the spiritual instruction of the community, — the guardianship of the institutions of religion, and the training and pluming the soul so that she may rise and soar in a flight that will be endless.

To the physician we commit interests scarcely less dear or sacred. He is the friend to whom we unbosom our weaknesses, upon whom we call in the hour of our sorrow and our need.

We commit to him our broken and shattered limbs; and it is for him to say whether we shall be cripples for life or not; we commit to him our bodies, to be brought under the most powerful agencies when our own strength, and judgment, and perhaps reason are the weakest, and when we are cut loose from all other hopes and helps. We commit interests to him, in comparison with which, silver and gold, and honors and renown, are not to be named. We take his prescriptions, when a small mistake in judgment is death; we let him use the knife, when the variation of a hair would let life flow out. He stands at the out-goings of life, and at the inlets of disease, and hears the first footsteps of returning health. One single wrong theory, one mistaken view in pathology, may desolate more than one dwelling, and draw a dark pall over more than one beautiful home.

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* H. H. Childs, M. D., the President.

I look upon the young men who gather at the Medical School, not as a company of raw recruits who have come here to pass through the forms of study, and to gain admittance into a profession which will lift them up out of obscurity into respectable society,—not as a gathering of light-hearted, or light-headed, irresponsible young men who have no character to lose, and none to gain,—no! I follow them a very few years, and I see gather upon each face the marks of anxious care, the marks left by pondering over sick beds, marks which toil, and severe, unmitigated labor have fastened upon them, as they sigh under the burdens of a weary profession, as they often deeply regret that their preparation was not more full and complete, ere they set forth on the voyage of life. They find that it is not always any more easy to come in contact with ignorance and prejudice, than with men of keen intellects and vigorous learning. Ah! if we all knew how heavy would be the burdens of life, how few of us would dare take them up!

What, then, must be the measure of that responsibility which rests upon the Faculty of such an institution as this, to whom so many look for the qualifications and the equipments of professional life! Let them lay down one wrong principle, inculcate one wrong theory from year to year, and what a wholesale mischief is done! Let the confiding young men who come here, receive such as the convictions and the experience of their qualified instructors, and what an outlet of evil! Error, going forth from such high places and buoyed up with diplomas, and chartered by forms, flies over the earth, shaking sorrow from her wings and scattering the seeds of death, according to rule. One unqualified, disjointed, unfurnished student sent out, booked and labelled, goes as a scourge; but the hope is that his field will be a small one, and that his grave will be large enough to hold his follies, as well as his dust. But an unfurnished, unqualified Medical Faculty send out an agency of evil which walks in seven-leagued boots, and which, like a herd of wild buffaloes, rushes straight ahead, and would not turn aside at the command of an angel. If any men have great responsibilities resting upon them, and have the power of sending abroad great good, or unmitigated evil, it is the Faculty of a Medical School. They ought to be clear-headed, cool, prompt, laborious, decided, faithful,—the best men in the community, of the profession. Such I believe the Faculty of this institution to be,—men worthy of the high respect and confidence of the community, as well as of their pupils.

A word more and I have done. The students come here to enjoy scenery unsurpassed, romantic and beautiful, accommodations furnished at great expense, professors able, and advantages of the highest order. After all, let me say to the young men, you must make yourselves, if you ever become anything. God has endowed you with faculties of mind; the State and the community have provided all the apparatus necessary; professors able and willing stand ready to aid you; the door of knowledge is wide open to you;—but, young men, if you ever accomplish anything,—if you achieve anything now or in future life,—if you have any standing, any influence, depend upon it, it must be because you yourselves *work;* apply yourselves vigorously, diligently, and perseveringly. It is a law of God, to which there are no exceptions, and from which there is no escape, that he who would accomplish anything, must toil. It must be hard, individual, unmistakable labor; this is the only key that unlocks the door to character, to wealth, or to name; this key is in your hands, and all may apply it. Therefore, at the very threshold of life, understand, that you have no time to squander, little for visiting, and none to spare. I congratulate you, that you are not geniuses. I do not believe there is a genius among you who can ever come to anything, except by hard toil. No, gentlemen, you and I have no genius. All the gold we have, we must dig for; all the name we have, we must earn; all the success we have, must grow from soil that we first water with the sweat of our brow. Let Sloth be shut out from your rooms, and barred out from this building, and if ever she knocks at your door with silken glove, let Toil seize her with his rough hands, and toss her into the arms of the first dandy that comes along, and let him fold her to his bosom, while you are housed up with Labor, and are wrestling with Effort.

THE GREAT POLAR OCEAN.

At the late meeting of the London Geographical Society Lieut. Osborne, a member of one of the British Artic expeditions, argued at some length in favor of a belief in the existence of a great Polar Ocean. He said that in Wellington channel, he had observed immense numbers of whales running out from under the ice, a proof that they had been to water and come to water. He further said that there were almost constant flights of ducks and geese, from the northward, another proof of water in that direction, since these birds found their food only in such water. He added that it was his deliberate opinion, from observations made on the spot, that whales passed up Wellington Channel into a northern sea. In reference to the abundance of animal life, in the latitude of this supposed Polar sea, he remarked that while on the southern side of Lancaster Sound, he never saw game enough to keep his dog; Melville Island, one hundred and fifty miles to the northward, abounded in deer and musk oxen. It was clear, he continued, that animal life did not depend on latitude, but increased, if anything, after passing the seventieth degree. Moreover, while in Baffin's Bay the tide made for the southward coming from the Atlantic, in Barrow's Straits it made for the northward, which could only be explained on the hypothesis of a sea in that direction. All this seems to us proof on proof of a great Polar Ocean.

For the Massachusetts Teacher.

THE ADVANTAGES OF TEACHERS' INSTITUTES.

"Every generation grows wiser," is a maxim frequently heard; and truly, if we look at the improvements made in the cause of Education, we may add our testimony to the truth of the assertion.

Who, in the days of our forefathers, ever heard or thought of a Teachers' Institute? And yet, methinks it would call into exercise the mathematical powers of more than one *Colburn* to calculate the benefits derived from one week spent at such a place. The teacher returns to her home with new ideas of the greatness of the work entrusted to her care. The influences exerted upon her have made her wiser, purer, and happier; — how can it be otherwise? The pupils feel the effect; their teacher is more patient, more anxious to have them understand the various studies they are pursuing, — and why? She understands them better herself; and has been learning how to impart instruction. She points out to her scholars forms of beauty in the common objects around them, which they had never before observed; — they gaze with new delight upon the works of Creation, and eagerly watch for something new to show to her. While thus engaged shall we hear unkind words? O no; the sweet music of affection only will reach our ears.

While thinking of the families, the neighborhoods, towns, cities, and *future generations*, that would directly or indirectly be affected by the influence of one such teacher, we are lost in wonder, and inwardly exclaim, O that our lives might be one continued Teachers' Institute. A stone cast into the deep river sinks to the bottom and is seen no more; but circle after circle, each widening in extent until lost in the vast expanse, shows us the tranquil waters have been disturbed. So with our teacher; we perceive the *effect*, but the *cause* is sometimes lost, or entirely overlooked.

If ever we hunger and thirst after knowledge it is while attending an Institute. We sit and drink in full draughts from those seemingly exhaustless founts, until we feel that our hearts need enlarging; for poor, weak creatures that we are, too much of these precious instructions are soon forgotten. "CAIRO."

TESTING PUPILS.

A VERY prominent defect in our processes of instruction, is, that the pupil is not enabled to understand with sufficient definiteness, the real progress he has made, and in what respects he is most deficient. Teachers, too, seldom know as thoroughly as they should, the exact capacity and attainment of their pupils.

The following method has been adopted, and used as a weekly exercise in the S. H. School, for some months, as a general exercise for the whole school, with most satisfactory results.

At the opening of the school on Wednesday morning, each pupil is seated at the desk, provided with a sheet of paper, slate and pencil, pen and ink. No books or sources of aid are allowed. The name of the pupil is required to be written at the head of the sheet of paper. The teacher then dictates to the school a problem in Arithmetic, original or selected, designed to test the pupil's knowledge of any arithmetical principle desired. Then directing the pupil to omit a number of lines, to give sufficient space for the work, he dictates the second example, and so on, until a suitable number has been given out.

If the problems are made somewhat intricate, by involving a number of principles, five or six shall be enough for the exercise.

At the same time the dictation is performed, it will be well for the teacher to write distinctly on a blackboard what is given out, that the pupils may have a distinct understanding of the propositions to be wrought.

After the requisite number has been given out, specify the length of time to be allowed for working the problems. During that time, each one must work silently, resorting only to the brain for means of solving the question. An hour and a half, or two hours will usually be sufficient time. When it has expired, the sheets are all to be gathered and placed in the teacher's hands. He then has in his possession evidence of the relative ability of each pupil. This he can use as he may deem expedient.

Several such exercises are necessary, however, to give the pupil a thorough trial. Our course during the last term was as follows: — For the *first* exercise, five examples were prepared, combining the principles of the fundamental rules of Arithmetic; then, five embracing reduction, compound numbers, &c., thus on, till the whole arithmetic was embraced in the series of questions. Each lesson was given out a week previous to the day of performing the exercise, which gave the pupil an opportunity to study the general principles to be embraced in the problems, but the problems, or the work to be done, was entirely unknown to the pupils till the hour of exercise commenced.

Our course of examinations embraces all branches that can be written, which the whole school have previously studied, viz.: Arithmetic, Grammar, Geography, (chiefly topical,) and Spelling.

Teachers who have never attempted an exercise of the kind, will do well to commence with orthography; and in order to test the relative ability of the pupils, and their general intelligence, give them fifty or a hundred words from a reading-book, words with which they ought to be familiar, from common use, but which they have not had opportunity to study, in preparation for the occasion. Let the work of each pupil be carefully examined, each misspelled word be marked, and the whole number set down on the teacher's note book. He will be not a little interested to observe who has missed the greatest number, and who none. The pupils, too, will be equally desirous of knowing the result of their effort.

In schools where the inequality of age or attainment renders it impracticable for the whole school to engage in the same exercise, a single class, or several classes, may be selected for the purpose.

If the teacher is in the habit of *marking* the value of his pupils' recitations, he will be able to make a very satisfactory record of scholarship of his school, in the various branches on which the examinations takes place. Among the benefits to be derived from this exercise, several may be mentioned.

1. No method more effectually determines the real attainment of the pupil in his previous studies. What he knows, he can use in such a trial, if his knowledge is available.

2. It quickens independent thought and mental action; throws the pupil entirely on his own resources, and requires him to act on the spur of the moment.

3. It induces the pupil to study *subjects* and *principles*, instead of words and simply "learning lessons."

4. The practice of *writing* the work will reveal the degree of accuracy of thought to which he is accustomed, and by frequent exercise he will attain a degree of accuracy which no other method can ever give.

5. As a method of reviewing any study, it affords the means of testing the pupil's knowledge and thoroughness, in a most satisfactory manner.

6. It will afford an excellent criterion for *classifying* a school. A *new* teacher, in a school in which he is entirely unacquainted, may use this method with great advantage.

WITHDRAWAL FROM SERVICE.

DURING the past season, one of our veteran teachers, MISS SILVIA HOLBROOK, has been obliged, on account of declining health and strength, to leave the field of labor in which she has been engaged most acceptably and successfully during the long period of *forty years*. She has stood at the fountain head, and directed the first fresh, pure, exuberant outgushings of the intellect, and enjoyed, what few are able to enjoy, the privilege of seeing multitudes of business men grow up around her in all the vigor of manhood, giving tone to the business, the principles and character of the community in which she has lived; of beholding mothers, who, in the family relation, are exercising a more important influence, perhaps, than even the sterner sex, all ready to acknowledge the benefits they derived from her judicious, gentle, yet efficient training of their infant minds. With what confidence those parents who have themselves been her pupils, have committed their little ones to her guidance, as many have, or with what heartfelt sorrow they lose her services, we will not attempt to describe.

The teachers of Springfield have lost from their circle one whom all loved and revered, and from whom they part with a feeling of regret seldom experienced. May she long live in the full enjoyment of those rich rewards which her long and eminent services deserve.

DIED.

MISS LUCIA EASTMAN has also been taken from our midst, and from her sphere of usefulness, by death. She has long been a teacher in Springfield, and truly may it be said of her that she excelled in her vocation. She possessed in a high degree the two *cardinal* traits of excellence as a teacher, — a superior tact in government, and aptness in communicating instruction. Long will she remain in the memory of those who have known her, — and the results of her labors, while they lend a lasting influence for good on those she has left behind, will follow her as a memorial of her faithfulness, and be a source of endless enjoyment to her in the new existence upon which she has entered.

WHAT ARE TREES MADE OF?

If we were to take up a handful of soil and examine it under the microscope, we should probably find it to contain a number of fragments of wood, small broken pieces of branches, or leaves, or other parts of the tree. If we could examine it chemically, we should find yet more strikingly that it was nearly the same as wood in its composition. Perhaps, then, it may be said, the young plant obtains its wood from the earth in which it grows. The following experiment will show whether this conjecture is likely to be correct or not. Two hundred pounds of earth were dried in an oven, and afterwards put into a large earthen vessel; the earth was then moistened with rain water, and a willow tree weighing five pounds, was planted therein. During the space of five years, the earth was carefully watered with rain water. The willow grew and flourished, and to prevent the earth being mixed with fresh earth, being blown upon it by winds, it was covered with a metal plate full of very minute holes, which would exclude everything but air from getting access to the earth below it. After growing in the earth for five years, the tree was removed, and on being weighed, was found to have gained one hundred and sixty-four pounds. And this estimate did not include the weight of the leaves or dead branches which in five years fell from the tree.

Now came the application of the test. Was all this obtained from the earth? It had not sensibly diminished; but, in order to make the experiment conclusive, it was again dried in an oven and put in the balance. Astonishing was the result — the earth weighed only *two ounces* less than it did when the willow was first planted in it! yet the tree had gained *one hundred and sixty-four pounds.* Manifestly, then, the wood thus gained in the space of time was not obtained from the earth; we are therefore obliged to repeat our question, " Where does the wood come from?" We are left with only two alternatives; the water with which it was refreshed, or the air in which it lived. It can be clearly shown that it was not due to the water; we are consequently unable to resist the perplexing and wonderful conclusion — it was derived from the *air.*

Can it be? Were those great ocean spaces of wood, which are as old as man's introduction into Eden, and wave in their vast and solitary luxuriance over the fertile hills and plains of South America,—were all these obtained from the thin air? Were the particles which unite to form our battle ships, Old England's walls of wood, ever borne the world about, not only on wings of air, but actually as air themselves? Was the firm table on which I write, the chair on which I rest, the solid floor on which I dwell, once in a form which I could not as much as lay my finger on, or grasp in my hand? Wonderful truth! all this is air.—*English Paper.*

From the Ohio Journal of Education.

TEACHING.

TEACHING is, as you choose to make it, the most irksome or the most delightful task in existence:—to a mind sufficing to itself in enjoyment, contemplative, and fond of its own thoughts, which, ever fresh and new and vigorous, make a life of calm, happy emotion,—to such a mind, coming out of itself is at any time painful, and nothing calls for such entire self-abandonment, such full outward life, as teaching. Probably the mediocre mind is the one *naturally* best adapted to teaching, or at least is in the best state of preparation at the outset, falls more readily and pleasantly into the daily routine of labor and duty, and constitutes more frequently and with less self-sacrifice the "excellent teacher." But you of a higher order, who strive to escape as much as possible from the *pedantry* of the profession, which more tenaciously than that of any other, clings to the manners, language, and whole outward bearing—while you would throw off the pedagogue, and be a genial human being among human beings, with no notion of superiority borrowed from the school-room, and no high-sounding phrases from the text-books —while you seek to cultivate *your own faculties*, do not lose sight of such tendencies in the profession, as are excellent and elevating.

While forms of abstract beauty throng you round, thrilling you with more intense delights than could tangible realities; while, under the influence of great thoughts, your whole soul is fired, and you long to communicate that which has inspired you, that it may inspire some others; while, at the same time, you fear to intrude it upon any,—some might not comprehend you—many would—but you may not tell it to the right one;—take it to your school-room; ask your pupils if they ever thought of such a thing; clothe it in the plainest language you can make attractive; show them that it is not a mere maxim intended for *them*, that it is something that has thrilled and delighted you; that you are asking them to share the pleasure with you. If you read a fine poem, if you hear of an exalted act, if you get a new idea, under the feelings thus excited, go to your pupils and talk about it with them: into their minds, so fresh and bright and impressible, will the kindlier glow of your own spirit pass, and the original impression be communicated to many as an impulse and a motive.

I have a fine class of girls, ranging in age from ten to fifteen years—glorious creatures they are—often have I seen the eye light up, and the whole face glow with emotion, as some fine thought was apprehended for the first time, and those fresh, ingenuous minds were laid open before me, and responses were given back, which showed me that here was the very field for the influence I coveted, here the very vein into the depths of earnest, true, unworldly natures. Young persons dislike heartily any thing got up for their especial benefit, and in which no one is expected to be interested but themselves, and this is the reason why much good instruction fails of its intended end: such instruction must be dry and wooden, and make its subjects the same, if it influences them at all. I have said nothing of details, and have not room to enlarge, but my idea is this, that teachers must *work hard* in the vulgar sense of working—must exact rigidly the performance of tasks and a strict discipline, and at the same time keep up the pupil's enthusiasm; let intelligence, and thought, and originality pervade, as much as possible, every exercise; a dull, dry method of hearing recitations is killing; get as much *soul* into every thing as possible; if you can rouse your pupils to the delights of intellectual culture, your work is already more than half accomplished; this greatly aids the formation of character, by making the brightest and best also the loveliest and most attractive. It is better always, where you can, to lead them to coerce the inclinations which would thus be enlisted against you; bring out the best traits and keep them active, until they become habitual; *indulge*, when you can without detriment to them; to thwart and cross unnecessarily, injures the temper and hinders the work of instruction much.

And I have but one thing more to say,—which is, however, a repetition, but I see it so plainly,—that as a teacher you must not *spare yourself*. Teaching is a laborious, self-sacrificing life, but it is *not*, as has been too often said, a *thankless one*. If you go into it rightly, (it will not do to be half-hearted in teaching,) if you make it your passion, if you bind your mind from day to day to what may be called the *drudgery* of the profession, your business suffering not your energies to flag, shrinking not from toil, you will most assuredly find your task becoming a delight; you will reap your reward, not the least of which will be, that you will keep your own feelings ever fresh, ever young and happy. Surrounded thus by young, loving, happy hearts, with their beautiful, undeveloped graces of character—of which to obtain a glimpse is a joy and an inspiration —I say to myself, I say to all others engaged in teaching, BE IN EARNEST.

KATE MONTGOMERIE.

Wheeling, Va., 1852.

Resident Editors' Table.

GEORGE ALLEN, Jr., ····*Boston,* } RESIDENT EDITORS. { JOHN D. PHILBRICK, *Boston,*
C. J. CAPEN, ············*Dedham,* } { D. B. HAGAR, ······· *W. Roxbury.*

THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE eighth Annual Meeting of this Association, will be held at the City Hall, in New Bedford, on the Monday and Tuesday next preceding the Annual Thanksgiving.

On Monday, the Association will assemble at the above-mentioned place at 7 o'clock, P. M., to attend to business, lectures and discussions.

At 7½ o'clock, a Lecture will be delivered by Mr. William C. Goldthwait, of Westfield; after which, such topics will be discussed as the Business Committee shall appoint.

On Tuesday, the Session will commence at 9 o'clock.

At 10 o'clock, the Report of the Committee on Phonetics will be read and discussed.

At 11 o'clock, the Committee on Prize Essays will report, and the successful Essays will be read.

Afternoon Session. — At two o'clock, the Association will meet for the choice of Officers for the ensuing year.

At 3 o'clock, a Lecture will be delivered by Mr. J. G. Hoyt, of Exeter, [N. H.]

Evening Session. — The Association will meet at 7 o'clock. At 7½ o'clock, a Lecture will be delivered by Professor C. C. Felton, of Harvard University.

During the sessions, discussion will take place on the following subjects: — "Ought the self-reporting system of School Government to be adopted?"—"Ought the School District system to be abolished?"—"Gradation of Schools."—"School Supervision;" or upon such topics as the Business Committee shall recommend.

The extra facilities by railroad will probably be more ample than have ever been afforded. Arrangements have already been made with the Fitchburg, Boston and Maine, and Eastern routes, and it is expected that the same will be made on all the routes, whereby teachers attending the meeting will be furnished with return tickets, good until Saturday, gratis.

Entertainment free of expense will be furnished by citizens of New Bedford, to the lady teachers attending the meeting; of which they can avail themselves by applying to the Committee of Reception in attendance at the depot, on the arrival of the trains.

The appointment of delegates by other Educational Associations is earnestly solicited: and teachers and others interested in the cause of Education, are earnestly invited to attend the meeting, and take part in the discussions. All teachers not members of the Association, are invited to become so, by applying to the Secretary on the day previous to the meeting.

The first Volume of the "Transactions of the Massachusetts Teachers' Association," containing the Proceedings of 1845–6–7, and seven interesting and valuable Lectures, — edited under the supervision of the Secretary, will be ready for distribution at the meeting. Price, 50 cents.

CHARLES J. CAPEN,
Sec'y Mass. Teachers' Association.

TRANSACTIONS OF THE MASSACHUSETTS TEACHERS' ASSOCIATION.

THE first volume of this work, edited under the direction of a Committee appointed by the Association at their last meeting, will soon be issued from the press of Damrell & Moore, published by Samuel Coolidge. It will contain about two hundred pages duodecimo, embracing the Proceedings of 1845–6–7, together with the lectures, seven in number, of the same years.

Although, without doubt, highly gratifying to the members of this Association, as well as fruitful to them in pleasing reminiscence, to glance over the pages of their early proceedings in print, yet the Lectures will form the most interesting and valuable feature of the work. They are upon the following subjects:—

1. The Claims of Teaching to the Rank of a Distinct Profession. 2. The First Principles of School Government. 3. The Management of the School-Room. 4. Thorough Instruction. 5. The Relation of Education to its Age. 6. The Relation of Common Schools to Higher Seminaries. 7. The Teacher's Profession.

These Lectures abound in matter both interesting and practical; and, if extensively read, especially by young teachers, will produce a vast amount of good. We might quote pages from the work, any one of which would be fully worth the price of the volume. We leave it, however, to stand upon its merits, presuming that a work of this character needs no encomium of ours to commend it to the favorable attention of teachers, and of others interested in the cause of Education. Suffice it to say, that the Massachusetts Teachers' Association was founded by men earnest in the great work of elevating their calling; — that the Lectures were in all instances "labors of love" on the part of their authors, and that for these reasons, if for no others, their self-sacrificing efforts should be appreciated by their successors. But, irrespective of these considerations, we hesitate not to pronounce this a valuable addition to our stock of educational works, and one which every teacher should add to his collection.

It will be ready for distribution at the next meeting of the Association, which will be held in New Bedford, and can be purchased at the extremely low price of fifty cents. C.

PRIMARY SCHOOLS.

We have received a copy of the Report of a Special Committee of the School Committee of Roxbury, on this subject, and we have read it with great interest. Primary instruction has been too much neglected. Many parents, erroneously imagining that it is of little consequence what tuition is given in the earliest stages of education, appear to be quite indifferent to the management of those juvenile seminaries which we denominate Primary Schools. From this, or some other cause or causes, these schools have not received that attention which their importance demands.

We are glad to see the Committee of one city waking up on this subject. If the statements in the document before us are accurate, and there is no reason to doubt them, the Primary Schools of Roxbury need a radical reform.

The Committee say, "At eight years of age, some [of the pupils of these schools] are unprepared to enter the lowest grade of the Grammar school, low as that is. If equal to that exceedingly moderate standard, we have a class of poor readers, indifferent spellers, slightly acquainted with the outline maps, able to perform, with great hesitation, the addition and subtraction of units, and some few can repeat the multiplication table without breaking down. There are schools which send out honorable exceptions to this general rule, but take the average of children in our city, eight years of age, and educated in our Primary schools, the above will not be found an exaggerated presentation of their mental attainments."

And yet there is not the shadow of a reason to believe that the Primary schools of Roxbury, are inferior to those of Boston, or of any other city or town in the State.

Among the causes which have contributed to the comparative failure of this grade of schools, the Committee mention, first, the too tender age at which pupils are admitted. We agree with them that it is wicked cruelty to imprison children at the age of four years, within the four walls of a school-room, in an upright, quiescent posture, during six hours a day.

Secondly, the unwise policy pursued with reference to the teachers of those schools, in paying the lowest price to them, and in selecting them without sufficient regard to their peculiar fitness for the duties of the posts they are permitted to occupy.

Thirdly, the lack of a well-defined system of instruction.

Fourthly, the absence of a proper classification in this grade of schools.

Fifthly, the intermediate schools, consisting of those who have passed the proper age for the Primary school, and are not fitted for the Grammar, need to be placed under the government of a master. We mention these suggestions, because they have the stamp of reason and common sense; and we believe they will apply to other places.

Why should not the great principle of classification be applied to every grade of school? In Boston, every Primary school contains five or six classes, and of necessity the teacher's time is broken into comparatively useless fragments. This evil might be easily remedied, where the population is dense, by bringing together in one building, say two hundred pupils, and then distributing them into different rooms, according to their advancement.

With such an arrangement, it would be necessary to have but two classes under one teacher, which is just the requisite number for economy and efficiency. P.

RHODE ISLAND NORMAL SCHOOL.

THIS Institution is located in the City of Providence, and will go into operation on the 1st of the present month. It will be under the general direction of Samuel S. Greene, Superintendent of Public Schools in Providence, and Professor of Didactics in Brown University, a gentleman admirably qualified for such a post. Lectures in the various departments of instruction will be given by Profs. W. Russell, A. Guyot, G. I. Chase, and Dana P. Colburn, Esq.

Two terms of eleven weeks each constitute the course. The tuition is $15 for the course. At the end of each term, the school will undergo an examination by a committee consisting of the Governor, Commissioner of Public Schools, and other distinguished gentlemen of Rhode Island.

This is a noble enterprise. It will tend to elevate the profession of teaching, and promote the cause of education. We wish it abundant success. We rejoice that the time is approaching when no committee-man will think of employing a person to teach who has not received especial instruction in the Art of Teaching. P.

STATISTICS OF THE PROFESSION.

We have received a circular from Jonathan Tenney, Esq., Principal of the High School in Pittsfield, in which he says, he has engaged to furnish for publication in the Massachusetts Register, a catalogue of the Professional Teachers of the State, with statistical matter concerning them and their schools. To aid him in his endeavors to make this catalogue, he earnestly invites teachers and others to forward to him as soon as the 15th inst., information on the following topics:

1. Names of all Male Teachers now engaged, as Principal or Assistant, in Public Grammar Schools, Public High Schools, Academies, Select Schools, Seminaries, Normal Schools, and Colleges, distinguishing the class of school, its distinctive name, its Post Office location, and giving its date of commencement.
2. Native place of each Teacher; his parent's occupation; his place of education; and number of years in the teacher's office.
3. Number of Male and Female Assistants in each School of the above classes; number of pupils, with their extreme ages; amount of tuition received annually in tuition Schools; annual salaries of each Teacher.
4. Standard of admission to each school; course of study; terms and vacations.
5. Names of all Female Teachers who are Principals of any permanent Schools, with same particulars as above, respecting them and their Schools.
6. Names of all who, having made teaching their profession for a number of years, have now retired; with any interesting facts concerning them.

Mr. Tenney is also collecting materials for Biographical Sketches of American Teachers, and would be very grateful for any aid furnished for the accomplishment of this object. He is desirous to obtain what may be gathered from records, newspapers, books, friends, &c. of the early Teachers of New England. This is a labor of love with Mr. Tenney. It is prompted by an ardent desire to honor our profession, and we hope this call will be promptly and cordially answered. P.

TRUANCY.

The last Legislature of Massachusetts passed a stringent law against truancy of school children, which the municipal authorities of Boston are preparing to enforce, by detailing three police officers for that service. They will take up all idle and neglected children, and put them to school, or bind them out as apprentices, so that none shall be allowed to grow up without education.

CHANGES.

Nelson Wheeler, Esq., the accomplished Principal of Worcester High School, has recently been appointed Professor of the Greek department in Brown University, made vacant by the resignation of Professor Boise, who goes to Michigan University. Mr. Wheeler was for many years the successful Principal of the Worcester Academy, and sustains the reputation of an accurate Greek scholar. Mr. W. was a graduate of Yale College.

Rev. Charles Hammond, during ten years Principal of Monson Academy, has recently been called to take charge of Lawrence Academy at Groton, and we learn he has accepted the appointment. The Board of Trustees may well deem themselves fortunate in obtaining the services of this gentleman. He has fitted nearly one hundred young men for College; and few Institutions have enjoyed such uninterrupted prosperity as has Monson Academy under his charge.

Rev. James Tufts is appointed his successor. He is favorably known, until quite recently, as the Superintendent of Public Schools in Windham County, Vermont. Both are graduates of Yale College.

Carlos Slafter, Esq., during the past year Principal of the Framingham High School, has been appointed to the charge of the High School in Dedham, in place of Mr. C. J. Capen, resigned.

Miss Lucy D. Osborn and Miss Mary S. Gage, of the Quincy School, Boston, have been appointed teachers in the Model Department of the Normal School. Salary, $400 each. And Miss Lucy F. Kimball, of the Mayhew School, second assistant in the Normal School. Salary, $500.

Rev. Edward Beecher, D. D., has been appointed President of Cleveland University. C.

Which County will send the largest delegation of teachers to the Annual Meeting at New Bedford? We hope to have 100 names from Suffolk to record in our next.

The Boston Normal School was opened on the 18th of October, when 75 young ladies from the public schools, and 10 from private schools were admitted.

Hon. Henry Barnard, of Connecticut, now on a tour in Europe, received the degree of LL.D., at the recent Commencement of Union College, New York.

N. P. Stanton, Jr., a teacher in Buffalo, and late President of the New York State Teachers' Association, has received the honorary degree of A. M., from the trustees of Hamilton College, New York.

CORRECTIONS. — In the last Number the types should have said that Mr. S. W. *Mason* was appointed sub-Master in the Eliot School, and not Mr. I. W. *Masters*.

In the " Proceedings " of the American Institute of Instruction, we should have said Mr. *Alfred Greenleaf*, and not Mr. *Green*, of Brooklyn, moved to print 5,000 copies of Mr. Butler's lecture.

PUBLICATIONS RECEIVED.

Views of the Microscopic World; designed for general reading, and as a hand-book for classes in natural science. By John Brocklesby, A. M. New York: Published by Pratt, Woodford & Co., 1851. This is a book well calculated to excite in the youthful reader, a love for the study of nature.

The New York Teacher. The first number of this periodical was issued on the first of October. It is the organ of the N. Y. State Teachers' Association, and is conducted on a plan similar to that of our Journal. It makes a very respectable appearance, and we have no doubt that it will take a high rank among educational periodicals. We welcome to our table this new visitor with unfeigned cordiality. We wish it abundant success. We hope it will find its way into every town in Massachusetts. The best teachers will find time to read at least two papers relating to their profession.

T. W. Valentine, Esq., of Albany, a practical teacher and an earnest laborer in the cause of popular education, has been selected by the Board of Editors, as the Local Editor, to attend to the immediate supervision of the paper. We have reason to believe he will spare no pains to make it one of the " right sort."

The Pennsylvania School Journal. This excellent educational monthly has reached its ninth number, and each one surpasses its predecessor in variety and value of matter. It is edited by Hon. Thomas H. Burrows, a gentleman of an eminently practical turn of mind, and of extensive observation and experience in matters pertaining to education, and he is doing a good work for the " Key-stone State."

The Ohio Journal is as fresh and racy as ever, the Canada Journal as full of useful matter. The Maine, Rhode Island and Connecticut Journals have also appeared laden with their usual quantity of valuable matter.

New England Farmer, a valuable monthly, devoted to agriculture and its kindred arts and sciences. It is edited by Simon Brown and published by Reynolds & Nourse, Quincy Hall, Boston. Terms, $1.00 per annum.

TEACHERS' INSTITUTES.

Arrangements have been made for holding Teachers' Institutes, the present Autumn, in the following places: viz., at

Amherst,	Nov. 8—13.
Chicopee,	Nov. 15—20.

BARNAS SEARS,
Sect'y of the Board of Education.

Boston, Sept. 1, 1852.

THE

MASSACHUSETTS TEACHER.

Vol. V. No. 12.] C. S. PENNELL, EDITOR OF THIS NUMBER. [December, 1852.

GENERALIZATION.

To advance from the observation of particular objects to the consideration of the relations which exist between them, is a great step in mental progress. Rude men taking the first step towards civilization, look on the individuals which compose the great families of nature, without discovering their relationship. They consider objects singly, and give to each a specific name. Selecting one quality common to many objects, and giving to all the objects which possess that quality a common name, marks an era in their advancement. The people whose thoughts and language embrace only club, arrow, bow, is far behind that which has thought and said weapon. It is not until common properties and similar phenomena have been observed and grouped together under a common name that we have science. Science is classified knowledge.

Without this abbreviation by the use of common terms, we could master but a small part of the knowledge which we are now able to compass. Without it, the student of any science commences as the discoverers did,—to examine objects one by one; with it, he learns one form of structure, and has thereby learned the characteristics of a thousand objects. Without it, he must learn the action of the various forces of matter, in all objects and under all circumstances, as the first investigators did; but with it, he takes the result of their labors, which under one general law includes as many cases as he could investigate in a lifetime; and, having learned this mode of action in one case, knows it, substantially, for all. The former course is the necessary method of discovery, the latter is the method of study. Lord Bacon taught how to *make* science, not how to *study* it.

The order of intellectual growth in our race is the same. The child at first looks at things as individual objects. After a time he finds that several of them are alike in one particular, and makes of them a class. He uses at first the specific names, apple, pear, peach; but after a time he comprehends the common term, fruit. Thus the child is doing the intellectual work which the philosopher calls abstraction and generalization. And he does this quite early in life. He is entering on it as he sorts his playthings. His first lessons in grammar give him practice in it. He cannot well learn the climate and productions of the earth without ascending to the notion of a general law.

The power of classifying is not developed so early in life as that of observing single things; indeed, the latter *must* precede the former. Hence children must first learn single facts and the properties of single things, and the effort to make them comprehend general truths is trying to improve on the Creator's plan. Nature, however, so resists, that, though grave problems of philosophy be disposed of in the infant school, the whole is only the work of memory. Still the teacher may, without incurring the guilt of making precocious children, try to lead his pupils to the comprehension of general principles. He will do this in the common lessons, without any appearance of effort, and without the pupils ever thinking he is doing any uncommon, or certainly any difficult thing.

The word "common" itself affords a good instance of transferring an idea which we have learned in one place, to another subject very different in every thing save this one common thought. The boy understands that "the common" is a place to which all the people have equal claim; he easily sees that if John and James have bought a sled together, it is "common" property; he sees, as he commences grammar, that beech, chestnut, oak, maple, denote objects which can all be designated by the term tree; that tree is a name which they all share in "common," and is, therefore, called a "common" noun; he sees that parent is a word which the father and mother may both appropriate, as John and James owned the sled, and therefore it is called a word of "common" gender. He sees, when he comes to fractions, that 2 is a divisor of 4, 6, 8 and 10. As a divisor it is "common" to all of these numbers, and is therefore called their "common" divisor; thus of common multiple, common ratio, &c. The idea expressed by the word common is in all the cases the same, and if the pupil understands it in one, he is ready to apply it in all the other cases. We will give some instances in which it is apparent that some labor is saved, better mental culture secured, and a knowledge of valuable physical laws obtained by the pupil.

In Geography, many facts are stated concerning the temperature of different countries. To prepare a few of these for recitation, is as much work as to learn the effect of latitude and elevation on temperature, and then to apply these laws to determine the temperature of any country. Pupils learn words which express the character of the soil in different countries, at as great an expense of labor as would acquaint them with the great mountain ranges, valleys, and alluvial plains, and show them the dependence of the soil on these natural features.

Facts about the humidity of the atmosphere and the fall of rain, are recited and forgotten, while the pupils might learn the dependence of these things on proximity to the ocean, prevailing winds and mountain ranges, so as to read these facts with an approach to correctness, from the map of any country. When these laws and their application are understood, the adaptation of any tract of country to any department of agriculture may be inferred with a good degree of certainty, and it only remains to learn in what instances the general laws are modified by the action of partial ones, and how far different countries have improved their natural facilities. Look to the United States. In some of our school geographies, about two lines are allotted to telling the climate of each State in our Union, perhaps as much more to the face of the country and soil, and about the same space to a statement of the productions. Most pupils learn these statements with ease, and all forget them with sufficient readiness. But if the pupil learns that all along east of the Alleghany Mountains there are three belts,—tide-water, middle and upper country,—he obtains what is important in itself, and, together with latitude, is a key to nearly all the facts contained in the reading referred to. If the distance which the several Atlantic rivers are navigable is desired, the pupil has only to trace the line which separates the tide-water section from the middle country. He will observe commercial towns at the points where this line crosses the rivers, because they are at the head of navigation. He will observe falls in many of the rivers, at these points, affording water power, which has added a manufacturing to the commercial interest of these places. How much pleasanter it is for the pupil thus under the guidance of general laws almost to create for himself at will, facts which many learn one by one to-day and forget to-morrow. In doing this, he thinks he sees reasons for things.

Felix, qui potuit rerum cognoscere causas.

Pleasant illustrations abound every where. The law that the western coasts of the northern continents are warmer by 20° of latitude saves learning many facts; and when its cause is seen in the prevailing southwest winds and oceanic currents, it will never be forgotten. The classification enables us to remember many facts as easily as one; and a few facts, as illustrations, make it easy to remember a law.

How many single facts are made evident by knowing that clouds do not rise high enough to pass high mountains, and that the air which does pass and descend on the other side has parted with its moisture and descends dry. See the effect of this law in the climate of the basin of the Great Salt Lake, where the water which runs from all sides to its centre is evaporated, floats against the sides of the mountains, is condensed and returns to be evaporated again, and thus repeats its round forever; or in Hindostan, whose eastern coast is deluged by the northeast monsoon, and the western by the southwest monsoon, while the table land in the middle of the peninsula, cut off from the winds by the coast ranges of mountains, is very dry.

But let us pass to Arithmetic. In fractions, when a pupil has learned that the denominator tells the size of the parts of the same or an equal unit, because it tells into how many pieces the unit is divided, and that the numerator tells the number of the parts taken, he possesses the key to all which remains; for the operations are all explained by reference to these two principles. Take the following examples.

1. $\frac{2}{7} \times 2 = \frac{4}{7}$. The pupil will say of the work he has performed, "I know I have multiplied the fraction by 2, for I have twice as many pieces as before, and they are of the same size."

2. $\frac{4}{7} \div 2 = \frac{2}{7}$. The fraction is divided by 2, for there are one half as many pieces as at first, and they are of the same size.

3. $\frac{5}{6} \times 2 = \frac{5}{3}$. The $\frac{5}{6}$ is multiplied by 2, because the $\frac{5}{3}$ denotes the same number of pieces as the $\frac{5}{6}$, and they are twice as large.

4. $\frac{5}{6} \div 2 = \frac{5}{12}$. The $\frac{5}{6}$ has been divided by 2, for the new fraction denotes the same number of pieces, and they are only one half as large.

In reducing fractions to lower terms.

5. $\frac{6}{8} = \frac{3}{4}$. The value is not changed, for the new fraction denotes one-half as many pieces, and they are twice as large.

$\frac{6}{7} \times \frac{4}{5} = \frac{24}{35}$ consists of the first and fourth operations, and the reasons may be given in the same manner.

$\frac{8}{9} \times \frac{3}{4} = \frac{2}{3}$ consists of the third and second operations.

$\frac{5}{7} \div \frac{3}{4} = \frac{20}{21}$ consists of the fourth and first operations.

$\frac{8}{9} \div \frac{2}{3} = \frac{4}{3}$ consists of the second and third operations.

$\frac{4}{9} \times \frac{9}{17} \times \frac{17}{18} \times \frac{18}{5} = \frac{4}{5}$ is only reducing fractions to lower terms, the fifth operation above.

Many teachers, perhaps, in passing over fractions, point out this reference of the above operations to the two simple thoughts on which they depend, but the books, so far as the writer has observed, would lead the learner to consider them as ten distinct operations.

Some of the operations in fractions, for which independent rules are given, may be referred back to whole numbers.

What fraction of a £ is $\frac{3}{8}$ of a penny? does not, in the reasoning employed, differ at all from changing pence to pounds in whole numbers. The *work* is fractional, to be sure, but the reasoning is the same.

What fraction of a d. is $\frac{1}{640}$ of a £ ? = change pounds to pence in whole numbers; and it is a waste of labor and a deadening of perception to consider it a new process.

What is the value of $\frac{3}{4}$ of a pound ? is referable to the same. Why have so many independent rules ? If pupils understand one of these processes which are referable to the same principle, why not refer all the subsequent cases back to it ? Federal money and decimal fractions, which used to make separate rules, are now usually put with the common notation; the identity of multiplication and division with forms of addition and subtraction is commonly noticed. But we forbear.

Every one recognizes this principle in learning language. The etymology of words is learned because it gives assistance in learning the meaning. One hundred and twenty-five words in our language, are from "Ferro" as a root; from "Facio" more than three hundred and fifty; from "Pono," more than two hundred and fifty. It would seem quite worth the while to know the signification of these roots for the assistance they would give in learning the signification of our own words.

We have dwelt on the saving of labor as the most *obvious* advantage of this reference to general principles, though we think its influence in cultivating the reflective faculties is by far the most important consideration.

MEANS OF EXERCISE FOR GIRLS.

We hear much, now-a-days, of the importance of physical exercise, and yet I do not see, that, in general, any systematic means are employed to secure it. Girls who walk a mile, or even half that distance to school, are thought to be subjected to quite severe labor; and many young ladies out of school rely upon the interchange of visits to furnish all that is needful, both of fresh air and exercise. Fortunately, the number of families among us is not very great, who possess sufficient wealth to allow the females of the household an entire exemption from domestic duties, and by this work, the mother and older daughters gain something denied to the school-girls. But that this is altogether insufficient to secure bodily health and vigor, every observer must be convinced. Pale faces, fragile forms, weak nerves, are almost universal; disease takes away joyousness and energy: — and at last, when the penalty of violated physical laws is too heavy to be borne, death comes, a dreaded messenger, but nevertheless a kind deliverer.

All this goes on, home after home is made sad and desolate, while many of us know that much of it might be prevented by judicious physical training.

One of the first steps of reform should be in the habits of girls at school. Usually, they are confined there six hours daily; most of this time they are leaning over their books, with brains at work, most likely in bad air too. The recesses, which, by the way, in most of our schools are quite too short and infrequent, are spent by the boys, in sports which move the long-unused muscle, and rouse the sluggish blood; their systems are freed from a superabundance of carbon, and they return to the school-room with new life in limb and brain, indeed re-created.

But with the girls it is very different. When the weather is cold, they linger about the stove if permitted; and at other times, eating the luncheon, or enjoying the social chat, in some sheltered nook, is their only occupation.

I know of one school, and hope there are others, where better practices prevail. I refer to the Model School at West Newton. By the exertions of the teacher, the upper story of the school-house has been fitted up as a gymnasium for the use of the girls. It is delightful to see them chasing each other up and down ropes suspended from the ceiling, across the room upon horizontal ladders,—some in a swing which is moved by a sudden action of the muscles of the back and chest, thus changing the position of the centre of gravity; some leaping over horizontal bars, and others giving to eyes and hands the training afforded by a nine-pin alley. But my thoughts always turn with pity to the thousands of girls in the State, who are growing up without healthful exercise, or rather only half growing, because only a small part of their muscles are ever brought into use.

Those children who have practised these gymnastics longest, and are more expert in them, may be easily distinguished from the others, by the greater freedom of their motions, broader chests, and more erect bearing. Why should not every school have similar arrangements for securing these very desirable ends? The expense is trifling Fifty dollars is quite sufficient for furnishing a gymnasium for a common district school. These exercises should not take the place of walking and running in the open air, but should be added thereto; walking is better than sitting still, yet altogether insufficient for developing the muscles of the chest and arms.

To build up a muscular system which shall balance the highly wrought, nervous systems, produced by the brain-work of schools, and the excitements of society in these stirring times, vigorous muscular exercise is indispensable.

Let teachers but take the proper stand in regard to this matter, and we may hope the time will soon come when our women shall have, not only heads as full, but hearts as brave, and arms as strong as their grandmothers of the loom and the spinning-wheel. Teach the children that if they would have clear brains, steady nerves and happy hearts, they must exercise once a day at least, better twice, till they induce a profuse perspiration. Demand that they shall be furnished opportunities for securing such soundness of body as is the indispensable condition of soundness of mind. Else, strive as earnestly as we may, so to cultivate the intellectual and moral powers of our children as to fit them for the great duties of life, we shall often have the bitter disappointment of seeing the fruit of our instructions, like seed sown where there is no depth of earth, wither away. A TEACHER.

STUDY THE READING LESSON.

WHO reads a book twice? Many books are read which are not worth reading twice, nor once; and they consume the time which should be spent on books worth studying. Cowper and Young and Addison are the "much praised and little read." Those persons who can repeat extended portions of substantial prose and choice poetry, the study of their youth,— for it is learned then if ever,—are few.

But it was more particularly of school reading lessons than of general reading, that we were purposing to speak; and our exhortation is, Re-read. If it be on the primary school drill, whose usual object is only to learn the words, we say, Re-read till the forms are familiar to the eye, and the sound to the ear; till the child can speak each word without any stopping to spell. Then talk of the meaning of the words till the little sentence conveys an idea, and re-read it, as if uttering a thought, with a mind not burdened by the effort of calling the words. Then the child will read the sentence somewhat as he would have uttered the same words, had he wished to speak them on the play-ground. It cannot be doubted that a large part of the drawling, sing-song reading of children is due to trying to enunciate the sentence while the mind is occupied in finding out the words. Hence we say, Make the words familiar before attempting to read them as a sentence. It were well to have the pupil read the sentence part of the time backwards, or speak the words from columns in which they occupy different positions, so that they may not be learned in a consecutive order.

After the pupils are able to read plain reading, we say just as earnestly, Re-read. Different members of the class will read with different pauses and inflections. Discuss these different readings, then repeat the correct method, till the reading and the thought are well associated in the pupil's mind.

And if the learners be an advanced class, we again say, Re-read. Perhaps we can now read more for the thought than for the manner. Read, then, and study many passages till their excellences are seen and felt; till the rhetoric is understood; and then no injury will be done, if many good thoughts, in the very words in which the authors expressed them, be committed to memory. We believe their good influence will be stronger than commonly follows what is so easily secured and so generally neglected. The influence of carefully studying a production of a well-constituted mind is hardly explained in our philosophy. The dead words bear in them an influence which leavens the mind with the author's habit of thought, his predominant feeling and his mode of expression.

Who is not oftentimes conscious of effects produced upon himself which he cannot analyze and refer to specific causes? Indeed, to analyze the influence which an associate exerts, and refer each portion of it to a probable source, is a complex problem. No more than an approximate solution is possible. To the metaphysician, the attempt is interesting; to the practical man, valuable; for modes of influence can afterwards be better adjusted to produce a given result. We are affected as we stand by the tomb of a great man; but you can hardly tell through what faculties and by what mode of action the effect is produced. How is it that we are moved by a sublime sight or a magnanimous act? that we feel as we do the presence of a superior intellect? that the presence of a pure mind is a shield against an unchaste thought? that one determined mind rules a multitude of common men? How is it that by companionship we are changed in speech, opinion, taste, voice, motion,—even in the very things which most characterize us and distinguish us from others? How is it that a pupil, in reciting to a teacher who has all the lesson in mind and steadily passes over it just in advance of the pupil's words, feels assisted? or that an explanation from a man who is thinking it clearly and strongly, seems to carry an influence not possessed by the same words and inflections coming from another's lips? and that the presence of another confuses and disturbs the course of thought, almost as a magnetic needle is disturbed by electric currents? Philosophers may give certain answers to such questions, but all philosophy reaches only to show us that certain effects follow certain causes; and this indeed is valuable, because our confidence in the uniformity of the Creator's laws is such that we trust that the same things will continue.

No man has made a book of rhetoric without placing above all his other rules,—"Study the style of the best writers." Reading a well-written book, besides the thoughts which it communicates, gives us better words, better forms of expression, and, what is much more, helps our minds to work in the manner of the author's mind. This last is of the highest value. This influence becomes more a part of the learner's self than the meanings and forms of expression. We study Geometry mainly to repeat the forms of reasoning till a logical conclusion shall follow spontaneously, in our mind, the premises on which it depends. As we study an argument of Mr. Webster or Mr. Calhoun, we yield our minds to the author's course of thought. I do not mean that we assent to his statements. That is but a little. But our thoughts take the form and succession of the author's; we approach the same state of mind which he had; we seem to be thinking with him as he plans the argument; we weigh with him the proofs, and feel them accumulate; we triumph with him over the demolished arguments of an opponent, and feel proud with him as objection after objection is answered.

To powers less taught and weaker, this course of thought is a guide and a support. And the better the reader understands it, the more fully he appreciates it, the more perfectly he possesses its force and feeling, and is himself possessed by it; the more is his own mind guided, strengthened, and inspired by it.

Now, what better culture can we have than thus to follow the workings of a superior mind? By thus following the course of able thoughts, the mind will, if in any way, become able to conceive and express such thoughts itself.

Perhaps this result is more apparent in poetry, as the taste and the feelings may be more susceptible to this kind of influence than the reasoning faculties. In order that the poetry may do its full work, we must study it till we feel somewhat as the author felt when the inspiration of composition was upon him. How can the unfledged better rise to those thoughts and emotions which are in some measure peculiar to poetry, than when buoyed up by the wing of a master of such thoughts and emotions? A moral picture by a gifted poet affects one more than a similar real scene would have done; for the poet selects the parts which are best for us to observe, and arranges them for us. He, as it were, stands beside us and points out what objects we should observe, and presents them to us in the order and connection in which they will affect us most. Who has not felt a good description of a familiar scene lift up a veil so that he saw new beauties? Go with Bryant to a forest in winter, and you will see more on his pictured page than common eyes have observed, though they have been familiar with the real scene.

If you look at a painting, especially one designed to produce a moral effect, you want the artist's design given you, unless you are willing to study till you discover it. The piece does not do its work upon you, till you study, in the spirit of the author, the feelings he has portrayed, and the lessons he designed to teach; till you think and feel somewhat as he did.

If a passage of poetry or a picture excite a proper emotion, when reperused after a lapse of time, it will excite the same emotion more strongly; and if it be truly a master's work, its influence upon us will increase at each review. Not only will the old impression be strengthened, but new excellences will appear, new thoughts will be suggested, new feelings excited, each strengthening the other, and all deepening the original impression.

Hence we say again, Re-read.

NEWSPAPER STUDY.

We knew a very successful female teacher who carried into school as many copies of the Boston Traveller, as there were pupils in the division for which she proposed an exercise, and, commencing at the beginning of the paper, not omitting even the name and date, perused it, one exercise a week, for three or four months. The teacher and class examined the paper in course, talking, questioning each other, and each pupil bringing, on the morning of the exercise, the results of the week's inquiry and investigation.

What could the first exercise be, commencing with the title of the paper? Here is printing. Let us inquire when printing was invented, and what were the circumstances attending its invention, with some history of its progress. Some pupil will be able to state facts in the history of the public press, especially in our own country, can tell something about printing presses, stereotyping, &c. without going into details which cannot be understood and will not be remembered. The work of editors may be a topic of remark, and the means they use for obtaining early intelligence, reporters, &c. Different pupils have different sources of information. One is the son of an apothecary, one of a ship-master, one of a printer, &c. Some one is likely to have information on whatever subjects the exercise may embrace, and each will communicate what others have not had the means of knowing. To this the teacher will add what he thinks proper and can, calling attention to what is most important, perhaps arranging facts a little so that they may be more easily remembered, and commencing the exercise of the next day by a review of what is most valuable.

If a teacher is intelligent, and will make some preparation, such an exercise becomes both pleasant and profitable. In the case referred to, the paper was nearly completed, ship news, advertisements and all. We might mention as advantages, that the exercise tends to excite an inquiring state of mind during the week in both teacher and pupil; and if this is, in some good degree, done, so as to become habitual, one of the very highest advantages of school and study is secured; that much valuable information is acquired, and of a kind which is not reached by the regular studies of school; and that the pupils practise talking.

But this, like almost every means of good, may be misused. It will not be, for all the class, in the highest sense, study. Indolent pupils may wish to forget the difference between this voluntary exercise, and the preparation of the ordinary lessons; they may think that their nearly passive state of listening, talking a little, and remembering what is attractive, can be a substitute for study. Some much rather talk than recite, and therefore wish to carry this method into the ordinary recitations. I well recollect hearing a student boast that when his turn came to recite in rhetoric, not having read the lesson and knowing nothing of it except the subject, he proposed some objections, got up a discussion to consume the time, and was marked ten for a perfect recitation. General exercises may occur too often. The reader doubtless has known schools where talking and lecturing have taken the place of conducting recitations. This may make the teacher very popular, for a while certainly, and the pupils very wise in their own conceit; but it will fail to discipline their minds, it robs them of just that labor and application which alone can give them strength and vigor. It is itself mental dissipation.

Some reader, a teacher, may say, "All this is very well, but where is the time for it?" We answer, that the object of school is improvement, and, in our own opinion, some time may be spent as profitably in occasional general exercises of this sort, as in any other way. And from observation we believe that in schools where something of this is done, quite as much else is done besides.

A FEW HINTS FOR ONE ABOUT TO COMMENCE A DISTRICT SCHOOL.

The following letter was written as it purports, and is published on the probability that there are some persons about commencing district schools who are making the same request as the individual to whom this was addressed.

L——, Nov. 10, 1851.

FRIEND N——: You ask me to give you what you have been pleased to call the "results of my experience." I have never felt more fully conscious of my inability fully to discharge the duties of the school-room than I do now; and, if experience has done no more, it has shown me many deficiencies. Still, however, I remember some peculiarities of the country district schools, and will drop a few hints which may bear to you my best wishes for your success. Let me in the first place ask you to remember that any plan or scheme may work well in one man's hands and under one set of circumstances, and utterly fail when conditions change.

On first meeting your pupils, do not allow yourself to be disturbed by the novelty of your position; your natural ease of manner, and your feeling of sympathy with those around you, will shield you from putting on the airs of a master, while your just appreciation of your position will teach you what respect is due from those under your care. Our actions spring from our thoughts, and he who knows himself and the position which he occupies, can hardly fail to fill his place with propriety. The best assurance of a kind and gentlemanly bearing toward pupils is found in a benevolent heart and a cultivated understanding.

Opening school. The busy sounds of gaping, curious inquirers, subside as you enter the school-room, and the crowd of life now waits your direction. If it is your purpose that your first exercise be reading the Bible, have all the other books laid together, and, in general, do not have them taken from the desks till after the reading is finished. This prevents noise, and separates the present exercise from the ordinary business of school. Quiet being secured, let the older pupils read two verses each in turn. It is not best for the smaller pupils to read; let them wait till they can read well enough: but be sure that all who can read the Testament, have books and pay attention. From what I know of your opinions and feelings, I judge that you will wish to follow the reading by brief prayer. I advise you to do so. You will feel calmed, refreshed and strengthened. Your pupils will pass to their work more quietly, and to better purpose. I like to have a school repeat the Lord's Prayer in concert. This would no doubt seem strange to your pupils, but in a few days they would all easily speak in the same time with you. These opening exercises may occupy about fifteen minutes; less, rather than more.

Let the discipline of your school be your first care. You will not understand me to recommend you to begin with presenting a code of laws, nor with a particularly majesterial manner. Not at all. But have, at first, as distinct a notion as possible what the condition is which you desire, and then use *in season* the best means to secure it. Forestall evil by securing attention to something good. Hence, tell the pupils by your manner, and in words, too, that you have come to help them reap the greatest profit from the winter's opportunity. That the business of the place is study, and that, for their good, and their comfort, as well as for yours, nothing should be admitted which is likely to interfere with study. Say to them, perhaps, that from your recollection of your own school-days, and also from the testimony of experienced teachers, you believe that whispering, with other forms of communicating among pupils, is the great evil in most schools, and is the entrance for almost all the other evils which disturb their quiet and progress. I have often closed my remarks on this subject, by saying that I considered refraining from whispering of so much importance, that to refrain from it and from its substitutes, was all I had to suggest; and that, to call their attention more directly to it, as well as to offer some stimulus to watchfulness and self-control, I would, before the morning's recess, ask all those who had refrained from whispering to rise. Sometimes I have divided the question, asking first if there were any who had not voluntarily communicated in any way, by writing, motioning, &c.; then calling on those who had refrained from communicating by whispering. Express your satisfaction with the success of those who have been successful, and remind the others that you will repeat the inquiry at noon. Inquire often, until the habit of refraining is formed; for the pupil will think it comparatively easy to do without communicating with his neighbors for half of the morning, when it would look like an impossibility for him to do it all day. Tell them how much easier it is to refrain entirely from communicating than pretty nearly to do it. A vague purpose to do about thus or thus, is not worth much; but a resolution to do this very thing, and to begin now, makes success nearly certain. If you purpose on a pleasant evening to accompany your friend towards his home *a little way*, where will you stop? If you speak of going *so far*, the question is all settled. By this plan of inquiring a large majority of the school will have their course fixed for the winter. Ask those who do not refrain, to consider which portion embraces the best scholars and most trusty pupils, those which are most esteemed in the neighborhood. I like to keep a record of each half day's success.

If some consider this a milk-and-water government, only playing with them, and begin to annoy you by improprieties, try talking with them alone, and such stronger influences as you find necessary. But in what you require, be obeyed. Respect for authority is so little required in many families at home, that if that habit of obedience to just rule, which is more necessary in making a good citizen than correct language, be not formed at school, the boys and girls will grow up without it. This voluntary method in respect to whispering has served me better through all my teaching than anything else. But your discretion must be your tutor. Be particularly careful that the reporting does not lead to a disregard of truth.

As quickly as possible give all your pupils employment. A good beginning being made in respect to whispering, and just enough work assigned to employ each pupil till he expects to recite, taking care yourself to have leisure enough for observing what passes in your realm, government will be known only in respect to such pupils as purpose mischief; and if there be such, very likely the general current of the school, with your kind, frank, and independent manner, will prevent such a purpose from being carried into effect.

Take time enough to arrange your school. Well begun is half done. Before you can classify your school, you must know what it contains. To obtain this information, I have been accustomed to rule a sheet of paper from top to bottom, leaving the first space wide enough for the pupil's name, the second for his age, and the following ones for writing the names of the studies of school. Then, each pupil being called in turn, his name, age, and the studies he desires to take, are entered in the proper columns. This takes time, but when it is done you have the whole before you, and can readily see how many classes you must have, &c.; give them all some work to do while you are doing this. Some assistance in classifying may be obtained from asking the several classes, as they were arranged in the last school, to rise.

Have as few classes as possible. I am not a believer in the doctrine that a teacher can instruct twenty pupils just as well as one; for I well know that different pupils need different instruction. An explanation which is given rapidly enough to keep the attention of one pupil, will leave another all in a maze behind you; whilst that which is given slowly enough, and with sufficient detail and repetition for the second, will make the first impatient or listless. Still, there is great gain to those pupils which are near to each other in attainments and capacity from hearing each other recite, and to you from instructing them all at once, instead of individually.

Have a time for each exercise. On this I will add nothing.

Do not permit pupils to take too many studies. Time is frittered away and attention is dissipated by trying to carry along too many kinds of work at once. *A disciplined* mind finds it difficult to fix the attention at once on new works, and a child with half-a-dozen studies is not likely to have distinct notions of any. An editor of a book for beginners in Greek, recommended the pupil to have, when commencing, no other study, unless it were a light one to give relief by change.

Do not try to go over too much ground. One farmer tills a small piece of ground well, has heavy crops and gets rich; another goes with plough and scythe over a large farm, and having worked hard all summer, gleans a sparing harvest and is disheartened at the poor return for his labor. I confess I have some experience in failing of what I might do, from attempting too much. Do not allow a class or pupil to go over what they do not understand, because it is unpleasant to tell them of their deficiency, or through your own or their desire to go through a book. Progress is not measured by pages. Assign a short advance lesson for next time so that you may have time to complete this. Take nothing for granted. Consider it your chief business at recitation to find out if the pupil is ignorant of any point in the lesson. Let it be learned that recitation to you is something, both in rapidity and thoroughness. There is hardly an instance of a handsomer compliment than that paid to a medical examiner who, when he asked a candidate for a degree how he would give a sweat, received in answer, — "I would bring the patient before you, sir, for examination." Do not fear, from thorough questioning, the fate of that master who was discharged because he did not know anything, and only asked questions to learn something from the scholars.

Experienced teachers usually spend much more time on the elementary portions of books than beginners do. In arithmetic, to work numbers readily is the first considerable step for the learner. If the pupil whilst studying an example is burdened on account of his inability to perform the numerical operations easily, he cannot reason well upon it. We choose small numbers for illustrating an example in written arithmetic for this very reason. A boy who cannot work fractions easily, will fail *in his reasoning* if the example has fractional numbers, when he can tell the method of performing a similar example made of small whole numbers. Time is lost. A beginner will learn to add well much faster from tables in his book, or from columns on the board, which a class study to add to you in concert, than he will when stopping to think, whilst trying to perform an example. One thing at a time, if we would have anything done well. Many persons, from not having learned addition properly, often have to stop and think, or count, when they would add.

A child has not learned addition till 7+3 makes him think of of ten as readily as the numeral, 1, with a 0 following it (10) does. Nor has he learned multiplication till 7×3 is just as certain to make him think of twenty-one as the numeral, 2, with a 1 following it (21). Then to what a painful drudgery a boy is subjected who is at work in reduction with his fingers between the leaves at the table of long measure, and a multiplication table lying before him; or a girl in the middle of Colburn's First Lessons, counting her delicate fingers! Is it uncommon to find pupils ciphering in reduction when they dread to see a divisor larger than twelve? or having so hard work to get the figures right in decimals, that they have really no thought to bestow on the pointing?

The means of having all these things right is *drill*, and this takes time. Your pupils may think they are making but little progress, but distinct vision will come if you persevere; and when the book, in coming time, opens to those few worn pages, the pupil's mind will gladden with the thought that he there began to study arithmetic to some purpose.

I have spoken mostly of arithmetic, but the waste of time and the stupefying of intellect may be effected by going over other studies without understanding them, as well as this. Perhaps the evil occurs oftenest in grammar. The art of cross-questioning well is as important to a teacher as to a lawyer.

My space is nearly filled, but I am, in respect to what I proposed to say, very much in the condition of the man who, in making a book, found so much to write that he did not get beyond the introduction.

You know I think much of visiting the pupils' parents. Not doing this, you testify falsely as to the interest you take in the pupils' welfare, and lose much influence and coöperation.

I hope this winter's experience will be so pleasant that your desire to make teaching a permanent employment will increase. If you would improve in teaching, you must see what others do, read what others have written, and reflect on it till the grain is all your own. You must know other things too; you will be judged like other men by your intelligence. It has been often spoken, resolved and voted, that teaching is an honorable calling; but a man in any profession will, in the end, be honored for what he is, — for what he brings to the profession. The teacher must be intelligent that he may instruct his pupils well; and if he would be well received in society, he must contribute to society his proportion of improvement and pleasure.

As a substitute for what you may have expected from me, let me recommend for your perusal "Abbott's Teacher," to read now as you are about to enter on your new duties. If not the most profound of books, it certainly has a good spirit and is highly suggestive. It was the pioneer to all that class of books, and sustains to them much the same relation that Colburn's Arithmetics do to all the improved books on that subject made since.

Your friend, P.

HISTORY IN WORDS.*

LANGUAGE has been called fossil poetry. Just as in some fossil, curious and beautiful shapes of vegetable or animal life, the graceful form, or the finely vertebrated lizard, such as have been extinct for thousands of years, are permanently bound up in the stone, and rescued from that perishing which would otherwise have been theirs; so in words are beautiful thoughts and images, the imagination and the feeling of past ages, of men long since in their graves, of men whose very names have perished, preserved and made safe forever. But, says Mr. Trench, the phrase "fossil poetry" is not sufficiently broad. Language is also fossil history, fossil philosophy, fossil art.

Perhaps there is no better example of a people's history being preserved in the changes which its language has undergone, than the mingling of the Norman and Saxon elements in our English. Mr. Trench says that a tolerably accurate and very instructive account of the relation in which the Saxon and Norman occupants of British soil stood to each other, may be obtained from the study of the words which they have bequeathed to us. "Nor, indeed, is it hard to see why the language must contain such instruction as this, when we a little realize to ourselves the stages by which it has come down to us in its present shape. There was a time when the languages which the Saxon and Norman spoke, existed each by the side of, but unmingled with, the other; one, that of the small dominant class, the other that of the great body of the people. By degrees, however, with the fusion of the two races, the two languages also fused into a third. There would exist duplicates for many things. But as in popular speech two words will not long exist side by side to designate the same thing, it became a question how the relative claims of the Saxon and Norman word should adjust themselves; which should remain, which should be dropped; or, if not dropped, should be transferred to some other object, or express some other relation. . . .

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* THE STUDY OF WORDS.—Five lectures addressed to the pupils of the Diocesan Training School, Winchester. By R. C. Trench, B. D. &c. Fraser's Magazine.

Evidently, when a word was often on the lips of one race, its equivalent seldom on those of the other; where it intimately cohered with the manner of life of the one, was only remotely in contact with that of the other; where it laid strong hold on one, but slight on the other,—the issue could not be doubtful.

"The ultimate settling down of this fermentation of words,—the final deposit, as it were,—may be traced in the composite structure of the language transmitted to us from that stormy period. All our words of power and dignity, of state and honor, except king, come down to us from the Normans—'sovereign, sceptre, throne, realm, royalty, homage, prince, duke, count, (earl is Scandinavian, though he must borrow his countess from the Norman,) chancellor, treasurer, palace, castle, hall, dome, and a multitude more. If on the one side, we have all the articles of luxury, and chivalry, and personal adornment from the Norman, we have the broad basis of language, and, therefore, the life of the people, from the Saxon.

"The great features of nature, the sun, the moon, the stars, the earth, the water, the fire, all the prime social relations, father, mother, husband, wife, son, daughter, these are Saxon. The palace and the castle may have come to us from the Norman, but to the Saxon we owe far dearer names, the home, the hearth, the house, the roof."

It is curious enough, says the reviewer in Fraser's Magazine, to follow out this train of comparisons. The instruments for cultivating the earth, and the main products of the earth, are Saxon. The names of the domestic animals are Saxon, so long as they are alive; but the moment they are dead, and dressed for table, they become translated into Norman,—a fact which we might have expected beforehand; for the Saxon hind had the charge and labor of tending and feeding them, but only that they might appear on the table of his Norman lord. The Saxon ox, steer and cow became converted into Norman beef; the Saxon calf, into Norman veal; Saxon sheep, into Norman mutton; and so on with swine, and pork, deer, venison, fowl and pullet, the single exception being in the case of bacon, the only flesh which may have come within the reach of the poor Saxon hind.

The history of a people's advancement or degradation is left in their words. As a people become degraded, their words are degraded to express lower ideas. A Caffre tribe had a word, "Morimo," to express "Him that is above" or, "Him that is in Heaven." With this word was associated their notion of a Supreme Being. When Moffat visited South Africa, the word had disappeared. Here and there was to be found a very old man who had heard it in his youth, but the word was then practically unknown in its primitive signification to the bulk of the people. But it survived in a new sense ; and its new use indicated the changed condition of the population. Instead of representing to the imagination of the Bechuanas a Divine Being, it was retained among the rain-makers and sorcerers, to signify a sort of monstrous ghost. As their notion of a Divine Being had been changed or lost, the signification of the word had experienced the same change.

In relation to the Italian modern use of the word "virtuoso," Mr. Trench exclaims :—No wonder that the Italians have supplied such beautiful statues and sculptured to our great Exhibition, when they have degraded the word "virtuoso," or "the virtuous," to signify, one accomplished in painting, music and sculpture, things which are the ornamental fringe of our life, but can never be made, without loss of all manliness of character, its main texture and woof,— not to say that excellence in these fine arts has been in too many cases divorced from all true virtue and worth.

Thus on the word "cicerone," —

"How little the modern Italians live in the spirit of the ancient worthies, or reverence the greatest among them, we may argue from the fact that they have been content to take the name of one among their noblest, and degrade it so far that every glib and loquacious hireling who shows strangers about their picture galleries and palaces of ruins, is termed by them a 'Cicerone,' or Cicero."

We make one more extract, and we do it for the facts rather than for the argument of the author ; for, before the degradation of these words is taken as proof of the degeneracy of the people, it must be proved that no other words were in use to denote the vices for which these words have been "dragged down."

"How many words men have dragged downwards with themselves, and made partakers, more or less, of their own fall. Having originally an honorable signification, they have yet, with the deterioration and degeneration of those that used them, deteriorated and degenerated too. What a multitude of words, originally harmless, have assumed a harmful as their secondary meaning ; how many worthy have acquired an unworthy. Thus, 'knave' meant once no more than a lad ; 'villain' than peasant ; a 'boor' was only a farmer ; a 'churl' but a strong fellow. Timeserver was used two hundred years ago quite as often for one in an honorable as in a dishonorable sense, 'serving the time.' There was a time when 'conceits' had nothing conceited in them ; 'officious' had reference to offices of kindness, not of busy meddling ; 'moody' was that which pertained to a man's mood, without any gloom or sullenness implied ;

'demure,' of good manners, conveyed no hint, as it does now, of an overdoing of the outward demonstrations of modesty; in 'crafty' and 'cunning' there was nothing of crooked wisdom implied, but only knowledge and skill."

The following shows how words depart from their primitive signification, and how imperfect a guide etymology is to the present meaning and use of words.

"It is no necessity that a word should always be considered to root itself in its etymology, and to draw its life-blood from thence. It may so detach itself from this as to have a right to be regarded independently of it. Thus it was a piece of ethical prudery, and an ignorance of the laws which govern the formation and use of words in the early Quakers, when they refused to employ the names commonly given to the days of the week, and substituted for these, 'first day,' 'second day,' and so on; and this on the ground that it became not Christian men to give so much sanction to idolatry, as was involved in Monday, Tuesday, and Wednesday; as though every time they spoke of Wednesday, they would be doing some honor to Woden; of Thursday, to Thor; and of Friday, to Freya; and thus with the rest. But these names of the days of the week had long left their etymologies behind, and quite disengaged themselves from them. Nor, had these precisions in speech been consistent, could they have stopped where they did;—every new acquaintance with the derivation or primary use of words would have brought them into new embarrassment,—would have required them still further to purge their speech. To 'charm, to fascinate, to enchant,' would have been no longer lawful words for those who had outlived the belief in magic; nor 'lunacy' nor 'lunatic,' for such as did not believe that the moon had anything to do with mental unsoundness."

The word "pagan," from pagus, a village, was applied to the villagers, since they did not receive Christianity so soon as the cities and centres of intelligence.

"What a record of inventions lies in the names which so many articles bear, of the place from which they first came, or the person by whom they were invented! The 'bayonet' tells us that it was first made at Bayonne; 'cambrics,' that they came from Cambray; 'damasks,' from Damascus; 'arras,' from the city of that name; 'cordwain,' from Cordova; 'currants,' from Corinth; the 'guinea,' that it was originally coined out of gold brought from the African coast, so called. Such, indeed, is the manufacturing progress of England, that we now send out calicoes and muslins to India and the East; yet the words give standing witness that we once imported them from thence; for 'calico' is from Calicut, and 'muslin' from Moussul, a city in Asiatic Turkey."

Concerning phonetic spelling our author speaks as follows:—

"A deep and serious evil is, that in innumerable instances, it would obliterate altogether those clear marks of birth and parentage which, if not all, yet so many of our words bear now upon their very fronts, or are ready upon a very slight interrogation to declare to us. Words have now an ancestry; and the ancestry of words, as of men, is often a very noble part of them, making them capable of great things, because those from whom they were derived have done great things before them. Words are now a nation, grouped into families, some smaller, some larger;—this change will go far to reduce them to a wild and barbarous horde."

SOME TALK ABOUT TREES.

Of all the beautiful and wonderful natural objects by which we are surrounded, few seem to be more pleasant and profitable subjects of study, than our Forest Trees.

They should be studied for many reasons: to ascertain the best means of preserving and improving our forests, to learn their effects upon climates and soils, their uses in the arts, and their innumerable contributions to the wealth of the country; for their beauty, and still more, because I would strive to awaken an activity in the minds of men so that they should not passively live, with closed eyes, amidst the beautiful, be sheltered, warmed and fed, unknowing and unthoughtful of the wonderful means by which the materials for supplying their needs are produced.

Long before the children are old enough to commence the study of Botany as a science, mastering its nice distinctions and the nomenclature which records them, they may be made familiar with the forms, uses and characteristic beauties of many classes of plants.

I would not have this done by stated lessons from book or teacher so much as by the use of their own powers of observation, awakened and properly directed.

The tree under which they play at recess may furnish the first lesson. Suppose it to be a large and beautiful elm. Inquire if any child knows how long it has been in growing to its present size; how long elms continue to grow; what is the home of this class of trees; and when in this way you have shown them that here is a field of knowledge, very near but still unknown to them, tell some interesting things which they may not have the means of ascertaining, and propose other questions, which with a little painstaking, they can prepare themselves to answer at some future time, and a spirit of inquiry will be awakened, which will only require willingness, skill and knowledge, on the part of the teacher, to direct to most interesting results.

In all such exercises, let the teacher's first aim be, to make the children do all that is possible,— their interest will be found to be in proportion to the amount they are able to contribute. For instance, instead of telling them that the elm is considered one of the most graceful of trees, I would ask them to look in the interval before your next talk upon this subject, and decide which of all the trees they see is the prettiest. Then I would induce them to give me some idea of its form, shape of leaves, &c. Still farther to exercise their perceptive faculties, instead of telling them that the American elm assumes many very beautiful shapes, of which three are the most striking, I would send, or, what is better, take them to some place where they might discover for themselves the fact. Where the primeval forest has been cut away, and elms alone left standing, it is common to see trees with a single trunk, or two or three parallel ones stretching up to the height of 70 or 100 feet, and then spreading out into light feathery plumes. Sometimes these trunks are wreathed to the very ground with verdure. Some at a distance strongly resemble oaks, broad and round-headed. Such is the large elm on Boston Common. The third and most beautiful form, is that of the tall Etruscan vase, formed by the separation of four or five branches twenty or thirty feet from the ground, then gradually spreading to the height of sixty or seventy feet, and then suddenly breaking outward, forming a flat top with a beautiful fringed border. A splendid specimen of this kind may be seen beside the gate of the botanical garden in Cambridge. The slippery elm is found abundantly in the western part of the State, rather sparingly in the eastern. It cannot be mistaken for the white elm, for it is much smaller, its branches are less drooping, its leaves are very rough, and its old stems of a purple hue.

The English elm is very frequently seen in the eastern part of the State. It is very large, but stouter and less graceful than the native species. Its leaves are of a darker color, smaller, and more numerous. A wheelwright is said to have introduced it here. He desired the wood for hubs of wheels, for which use it is much esteemed ; but it is not used in building either houses or ships, because it is easily destroyed by insects.

Elms are natives of the North Temperate Zones of both the old and the new world. In America they extend from Hudson's Bay to Georgia. They will grow in almost any soil, but attain their greatest height upon the moist, rich ground beside rivers. There are many in the State more than 100 feet high.

Some have been supposed to grow to this height in a century. They live perhaps one hundred and fifty or two hundred years. In general they do not reach so magnificent a size in this country as in England.

Perhaps it would be most interesting, next to take some trees in strong contrast to the elms, as some of the evergreens, and notice their difference in form, leaves, flowers, and fruit; the various countries in which they grow, the greater altitude at which they can live, and their various economical uses.

Outlining the leaves of different trees, gives easy and excellent practice in the useful, but too much neglected art of drawing, and is the best means of impressing their forms upon the mind. The white oak, with its acorn, will be distinguished even by quite young children from the black, chestnut, or scarlet oaks and their fruit. Children should be encouraged to seek for specimens of seeds, so that they may gain a more vivid impression of the manner in which they grow. Let them plant various kinds, and observe the different times required by each for germination, and the different forms the young plants assume.

There is no end to this field of inquiry. New beauties are disclosed at every advance, which entice the learner to risk another step, though it seems difficult.

All striking changes, such as that of color in the autumn, should be improved in their season. See if the children recognize their old friends in their new splendors. Direct their attention to the changes from day to day, and try to have them perceive the countless shades of coloring. Then the causes of the phenomena are not half so difficult of comprehension, as many things children are expected to learn. So of the fall of the leaf, leaving no wound upon the limb on which it grew ; the swelling of the buds, which soon succeeds ; the thousand arrangements for their protection from cold during winter ; their unfolding in the warm spring sun, a change so speedily effected even in our temperate climate, as to make hourly observations interesting.

These pleasant lessons are written on the outermost leaves of the book of Nature, in characters so plain, that he who looks may read ; and yet how few know anything about them. Let it not continue to be so. Teachers in the country may without any perceptible expenditure of time teach these things, and much may be easily done by those in cities.

The habits of observation which such a course cannot fail to form, will be an excellent preparation for those accurate and long-continued researches, which are requisite for the learned naturalist. And if your pupil should not choose to be a devotee of science, his truer eye and more refined taste will show themselves even in mechanical operations; if a poet, he will make more striking pictures; if a painter, he will make truer and more graceful ones; and if he be neither singer nor limner, he will have tenfold more pleasure in whatever is beautiful from the pen and the pencil of others.

THE THREE ACTS OF MEMORY, RECEPTION, RETENTION, AND COMMUNICATION.*

DOWN in the dominions of the Mind, in a pleasant cottage adorned with the flowers of pleasure, sat Memory and her three daughters, Reception, Retention, and Communication; and, although we do not approve of eaves-dropping, we will for once indulge in it, and listen to the conversation of the inmates.

The eldest, Reception, seems to be taking advantage of the rule that the eldest should be served first, as she seems to be the leader in the conversation, and I distinctly hear her saying, "Ah! my sisters, I think that I am a vast deal more help to mother than either of you, and I can prove it too! for this very day I have added to our store new gems of thought. All the beautiful articles with which our house is adorned, and which make it the admiration of all who tarry with us, were obtained by me. Many of them are merely ornamental, to be sure, such as scraps of poetry, the favorite measures of a song, and other things obtained with little labor, for they are often presents, but still they contribute to our happiness. But there are the more necessary and costly articles of furniture that were obtained by me with great and unceasing labor. There is that great amount of knowledge in Geometry, that difficult solution in Algebra, those two hundred lines in Virgil, and that French verb 'Avoir.' Which of you will say that I am not of the most benefit to our mother in enlarging and enriching our stores?"

"I will admit," says Retention, "that all you have said is true; but, my dear sister, you forget that without me all your labor would be worthless. If I had not kept a strict watch about the house and premises, where would have been all the beautiful and desirable things of which you have spoken? It was only this very day that that thief, Forgetfulness, was going to take from us that beautiful extract from Pope, 'Lo! the poor Indian,' and it was only by a firm grasp that I was able to retain it; and the same is true of the more costly and necessary articles you mentioned,—the examples and principles in Algebra, the propositions in Geometry; it is only by a strict guard that I can keep them, and if it were not for this effort of mine, what would all *your* labor be worth?"

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*A School Composition.

"But," says Communication, "does it constitute our happiness that the store is *obtained* and *retained?* Does not much of our enjoyment arise from letting it be known that all these things are in our possession, and from sharing them with others? It is *I* that bring the fame—the glory. It is by me that people become acquainted with our wealth and hold us in esteem; and the pleasure we all derive from giving is wholly due to me. It was only this very day that I gave to a poor youth, thirsting for knowledge, that Greek verb that we had treasured up; and oh! my sister Reception, if you had seen the smiles that lit up his face, you would have said, truly, it is far more blessed to give than to receive."

"But," says the mild and pleasant voice of Memory, "my dear children, you are all equally essential to my happiness. Deprived of any one of you I should be miserable; and I wish that each of you should prize the others. You are sisters. It were better that you were discharging your several duties than holding such a conversation; and, hereafter, by discharging them faithfully and cheerfully, never thinking of your comparative worth or uselessness, you will best deserve and secure your mother's approbation."

Resident Editors' Table.

GEORGE ALLEN, Jr., ... *Boston,*
C. J. CAPEN, ... *Dedham,* } Resident Editors. { JOHN D. PHILBRICK, *Boston,*
D. B. HAGAR, ... *W. Roxbury.*

EXAMINATION OF CANDIDATES FOR THE ENGLISH HIGH SCHOOL, IN BOSTON.

For the last three months, this seems to have been quite a favorite theme among gentlemen of the newspaper quill. Scarcely had the first examination closed, when some of these curators of the public weal, having learned that a considerable number of the candidates were sent home without their certificates of admission, on this basis forthwith assumed as a fixed fact, with an air of infallibility worthy of the pontifical robes, that the Grammar Schools were sadly deficient, and quite behind the times. This sage conclusion, drawn from the resources of a prolific imagination, served as a text to hang such misrepresentations of the Public Schools upon, as the learned commentators were disposed to fabricate. By what motives these writers were actuated, we shall not pretend to decide. We charitably presume them to be honest. They probably conveyed false impressions, in consequence of their own ignorance of the subject upon which they undertook the benevolent task of enlightening the public. If they are as ignorant of all the subjects they undertake to handle, they would make a worse figure at an examination, than the most unfortunate of the lads who were "rejected."

The effect of the paragraphs to which we allude, has been to injure the good name of our schools abroad, and excite a prejudice against them at home.

But the full Report of the Committee on the High School, which is before us, sets the whole matter in its true light. As an act of simple justice, those papers which were so swift to condemn and execute without judge or jury, ought to publish this document entire. After exhibiting the questions used in the examination, and the method of proceeding, with regard to the result, the Committee say,—"The result might have been fairly stated in the papers as follows:—'At the recent examination for admission to the English High School, 113 candidates offered themselves; of these, 101 were admitted.' This would have been, as the result shows, a more correct statement than the one made—that about one half the candidates were rejected. They were not rejected. Fifty-two were conditioned on one or more studies, and of these thirty-seven offered themselves for a second examination, and on that examination twenty-eight of them were admitted. The whole number offering themselves at both examinations was 116; but of those who were conditioned at the first examination, fifteen did not present themselves at the second. So that the whole number of those who embraced every opportunity for admission to the School, was but 101, and of these, 91 were admitted. The result thus stated, does not in itself make out a strong case against the Schools from which the candidates came." P.

A NORMAL SCHOOL IN BERKSHIRE.

At the late session of the Berkshire County Teachers' Association, a committee was appointed to prepare a Memorial, addressed to the Board of Education, on the subject of establishing a Normal School in that county. The committee have promptly attended to their duty, and we have received from the Chairman, Jonathan Tenney, Esq., of Pittsfield, a copy of the Memorial. It presents a strong array of facts in favor of the establishment of such a school in that section of the State.

We wish this enterprise success. That it will eventually succeed we have no doubt. It would be well to have a Normal School in nearly every county to train teachers for common district schools, and besides these, another one of a higher grade, centrally located, where teachers might qualify themselves for the highest grade of instruction provided for by the law of the Commonwealth.

There is a great demand at present for female teachers capable of instructing in the higher departments. A new institution, or a modification of those now in operation, is needed to fit them for such situations.

HOW TO MAKE CHILDREN READ SLOWLY.

The following plan for checking the speed of those pupils who have acquired the habit of reading by the page against time, has the recommendation of having been successful.

Ask the pupil to look at as many words as, from their connection, he thinks it desirable to speak without a pause; then ask him to look from the book to you and speak them. After this, let him look on the page for the next phrase, or proposition, or so much as should be spoken without any pause, and again look up to you and speak it. Continue this through the paragraph; and then let the pupil read the same from the book, taking care to make the same pauses as before. The habit will be broken up before many days have passed.

Most persons have observed that, in animated speech, the speaker enunciates at once and with considerable rapidity, so much as the mind well receives at once; after which, follows a pause more or less protracted, according to the importance of what has been uttered. The method we have spoken of above, no doubt originated from observing this fact.

MISCELLANEOUS.

Will the truth of the following be called in question?

Necessity has no law, and expedience is often one form of necessity. It is no principle with sensible men, of whatever cast of opinion, to do always what is abstractedly best. Where no direct duty forbids, we may be obliged to do, as being best under the circumstances, what we murmur and rise against while we do it. We see that to attempt more, is to effect less; that we must accept so much, or gain nothing; and so, perforce, we reconcile ourselves to what we would have far otherwise if we could. What is only second best is best practically, because what is actually best is out of the question.

WEST ROXBURY THE BANNER TOWN.

It is believed that this town stands at the head in this Commonwealth, in the matter of liberality in the compensation of teachers. Recently, Miss Breed, who has charge of the female department of one of the Grammar Schools in this enterprising village, was offered the place of first assistant in the Boston Normal School, with the salary of $600 a year, but her salary was immediately raised high enough to retain her services. The two principals of Grammar Schools receive $1000 and $900 respectively, and the Principal and Assistant in the High School, receive $1200 and $800 respectively. The natural consequence of this enlightened policy is that the schools in this town are of the highest order.

"It was the boast of Cicero that his philosophical studies had never interfered with the services he owed the republic; and that he had only dedicated to them the hours which others gave to their walks, their repasts, and their pleasures. Looking on his voluminous labors, we are surprised at this observation; how honorable it is to him, that his various philosophical works bear the titles of the different villas he possessed; which shows they were composed in their respective retirements. Cicero must have been an early riser, and must have practised that magic art of employing his time so as to multiply his days."

We commend the perusal of this paragraph to those teachers who do not take an educational journal because they *cannot find time to read it!*

PERSONAL ITEMS.

Hon. Henry Barnard, Superintendent of the Public Schools of Connecticut, has returned from his European tour. He was compelled to go abroad in search of health, and his numerous friends will be gratified to learn that he returns to his post, refreshed and invigorated by his travels. Nor is this all. He brings back with him a mass of valuable information respecting the methods and systems of public instruction in Europe, which it is expected he will soon give to the public through the press. *His work on Normal Schools ought to be in every teacher's hands.* Certainly, no teacher should make any pretension to a professional library without it.

Rev. T. D. P. Stone has resigned his place as Principal of the Connecticut State Normal School.

Miss M. J. Tarr, late teacher in the Franklin School, Boston, and a graduate of the Normal School at West Newton, has been appointed third Assistant in the Boston Normal School. Salary, $400 a year.

William J. Rolfe, Esq., late Preceptor of Day's Academy in Wrentham, has been elected Principal of the High School in Dorchester. Salary, $1,000.

PUBLICATIONS.

An Analytical and Practical Grammar of the English Language. By Rev. Peter Bullions, D. D., late Professor of Languages in the Albany Academy, and author of the series of grammars, Greek, Latin, and English, on the same plan, &c. 17th edition, New York: Published by Pratt, Woodford, & Co. 1852. This Grammar has been recently introduced as a text-book into the Public Schools of Boston.

The Common School Writing-Book. By O. G. Badlam. Published by Robert B. Collins, N. Y. This system embraces eight books. Its chief peculiarity consists in *light* lined letters for tracing.

The Pennsylvania School Journal, edited by Hon. Thomas H. Burrowes, and published at Lancaster, at $1.00 a year. We consider this a very valuable publication. The leading article in the October number is full of valuable suggestions. It affords evidence that the editor is a sound, practical educator.

"TRANSACTIONS OF THE MASSACHUSETTS TEACHERS' ASSOCIATION."

This work has appeared, and can be obtained of the publisher, Mr. Samuel Coolidge, at the office of the "Massachusetts Teacher," No. 16 Devonshire Street, Boston. It presents a neat appearance, and contains three hundred pages, 12mo.

The Lectures, which take up about four-fifths of the entire volume, are upon a variety of subjects, all of which are of interest to the teacher, and are ably and practically treated of by the respective authors. Their intrinsic excellence will immediately entitle them to authority in matters of education, and, under this belief, a copious index has been supplied.

Without disparagement to other portions of the work, we may say that the lecture on the "Management of the School-room" is itself worth the price of the volume, and as a manual for teachers and pupils, if its teachings are carried out in practice, (and they have been,) will prove invaluable to both.

We trust that teachers, although as a class too poorly paid to allow them to buy such educational works as are absolutely needed for reference and study, will, nevertheless, on examining this work, feel that it is indispensable, and will place it *first* on their list of books to be purchased.

It can be obtained, in excellent style for the library, bound in cloth, *at the extremely low price of* 50 *cents.* This will be accounted for, when it is understood that the Association has drawn on its funds, in order partly to defray the expenses of publication, and bring it within the reach of every teacher.

C.

NORFOLK COUNTY TEACHERS' ASSOCIATION.

Its next meeting will be held in Dedham, on Thursday and Friday, the 23d and 24th of this month.

CHAS. J. CAPEN,
Secretary.

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EDUCATIONAL DEPARTMENT......NO. 2.

THE MASSACHUSETTS TEACHER....EXTRA.

SAMUEL COOLIDGE, Publisher.] BOSTON, MARCH, 1852. [16 Devonshire Street.

FIFTEENTH ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD OF EDUCATION.

To the Board of Education.

GENTLEMEN :—Having in previous Reports discussed various topics connected with the general management of the Public Schools, I design, in the present, to call attention to the subject of INSTRUCTION. Great progress has been made, by most of the cities and towns of the Commonwealth, in the amount of money raised for education, in the commodiousness and elegance of schoolhouses, and in qualifications and permanency of teachers. Everything, indeed, relating to the support, policy, and supervision of the schools, bears evident marks of improvement. On the part of teachers, increased attention has been paid to the necessity of adapting their instruction to the capacities of their pupils. Text-books have been simplified. Apparatus for illustration has been more generally introduced. On the part of the people, both committees and parents have interested themselves much more than formerly in the daily routine of the school-room, especially in regard to regularity of attendance. But, notwithstanding all this, not a little yet remains to be accomplished before the people of the Commonwealth ought to be satisfied with the means of instruction provided for their children. There is still, in the majority of the schools, a needless waste of time and money. Among the many improvements in education required by the public good, none seems more necessary, at the present time, than improvement in the methods of instruction.

In order to effect completely a change so desirable and so salutary, many points, liable to be overlooked, must be attentively considered by teachers and school committees. The number of branches taught must be reduced and restricted to those things which are fundamental; and narrower bounds must be set to the surface over which instruction is extended in each. The reasoning faculties of children must not be so prematurely and disproportionately taxed. The memory must be less encumbered with definitions and formulas which the child cannot understand. The synthetic method of instruction must yield somewhat, and give more place to the analytic. Facts and phenomena, adapted to the capacities of the young, and addressed to the senses and imagination, must precede and prepare the way for the contemplation of abstract principles. The order of studies must be arranged with reference to the order in which the mental faculties are developed not less than to the logical dependence of one branch of study upon another. A given amount of knowledge, as the highest object of education, must be abandoned, and the spirit and habits of acquisition by just methods, and the general tone of the moral sentiments and of the whole character, substituted in its place.

A complete view of a subject so extensive, cannot be attempted in this Report. All that can here be undertaken is to select, for more particular remark, such errors and mistakes as are highly injurious in their influence, and present them in connection with the appropriate remedies; and to append a general view of the course of study and of the method of instruction adapted to the lower schools.

It may not be improper to begin our observations with an examination of certain vague ideas which are carelessly entertained, and yet have sufficient efficacy to be highly detrimental to the schools. Many seem to suppose, if their opinions may fairly be inferred from their actions, that the whole duty of the teacher is to instruct his pupils in "the common branches," as they are usually termed, and to maintain so much discipline [illegible] necessary to that end. But every man of reflection will perceive that this platform is altogether too narrow; that neither the individual nor the community can realize the benefits of a true education if the Public Schools are conducted simply on this plan. In order to answer its purpose, any system of popular education must embrace, in addition to those branches, the cultivation of the manners, of the private and social virtues, and of the religious sentiment. The most perfect development of the mind, no less than the order of the school and the stability of society, demands a religious education. Massachusetts may be regarded as having settled, at least for herself, this great question of the connection of religion with the Public Schools. She holds that religion is the highest and noblest possession of the mind, and is conducive to all the true interests of man and of society, and therefore she cannot do otherwise than to seek to place her schools under its beneficent influence. The constitution and laws of the Commonwealth enjoin it upon teachers to inculcate piety and Christian morals, love to God and love to man. But the government does not in this, nor in any other instance, regard religion as one of the legitimate ends of its own organization. The maintenance and propagation of the Christian faith it very properly leaves to ecclesiastical bodies. It employs religion only as a means of its own security and prosperity, and even then only so far as it can do so without violating the rights of conscience. What it needs for its own safety and well-being is the spirit of the decalogue as expounded by the Great Teacher of mankind, while varying creeds, which are so much in controversy, are not indispensable as a means of public education, especially in a country where such ample opportunities exist for peculiar doctrinal instruction in other ways. Each family has, or may have, its religious tenets inculcated around its own fireside. It has also access to a Sabbath school of its own faith, or at least of its own choice; and may, moreover, always enjoy instruction from the pulpit in accordance with its own preferences. In the exclusion of distinctive creeds from the schools, religious persons, of almost every name, are singularly agreed, and thus we have the sentiment of the people at large in support of the law as it now stands.

The formation of a virtuous character is the natural result of a right religious training. Still, as the principles of religious and moral truth may be taught without producing a corresponding character, it is more important for the teacher to lead his pupils to the practice of virtue than it is to instruct them in the theory of it. The school furnishes peculiar facilities for cultivating all the social virtues. Though the family may be regarded as the primary society where the principles of government are first taught and exemplified, there are many important lessons to be learned preparatory to general society, for the inculcation and practice of which the school presents more frequent occasion than the family. The number of persons associated together is greater in the former than in the latter; social equality is more perfect; and the application of the principles of justice in regulating the little community is made more conspicuous. The authority of the teacher is less permanent and absolute than that of the parent. As the number of persons and the variety of character and dispositions increase, the machinery of government becomes more complicated. Beside the multitude of questions of equity which arise within the organization of the school, there are others growing out of peculiar external relations, as those of the school to the family, to the committee, to the children not belonging to the school, and to the citizens at large. Here is ample scope for the exercise of all the social virtues; and the teacher, who, while governing the school, aims at training his pupils to an intelligent view and voluntary discharge of all their duties, will find that his office invests him with an almost unlimited power for expanding and ennobling the character of the young. The comprehension of all such relations as those above-named, and the application of just principles in regulating the conduct in each of them, are among the most appropriate and most important ends to be attained in the Public Schools. It is not enough to teach the rudiments of knowledge and to govern the school for the time being. The mind is to be educated for freedom by gradual growth in both knowledge and virtue, which shall render liberty safe by causing a voluntary self-control, and submission to rightful authority.

Manners are to be regarded as a necessary accompaniment to morals. Indeed, there is no natural line of division between the two. They are related to each other as thought and expression are, and should be cultivated together. In the immature state of our society as compared with that of the old world, and in the engrossment of the general mind with enterprises for the accumulation of wealth, it is not strange that there should be some of refinement, and that the national manners should, to cultivated Europeans, appear somewhat unpolished. But the time has now arrived when it is not so easy as it once was to apologize for these defects. Such are now our means of intellectual culture and improvement in all that adorns human nature and society, that it is inexcusable longer to allow this blemish to adhere to us as a people. It is in the power of the Public Schools to change the whole aspect of society in this respect. They can be made to act simultaneously upon every family in the Commonwealth. While refined manners would otherwise long continue to be limited mostly to certain favored circles, they might easily, by means of an improvement in our system of education, be made a blessing and an ornament to all classes in the community. Why should not the same hand that deals out knowledge indiscriminately to all the children of the Commonwealth, aim to engraft as universally upon the manners of all these children the amenities and courtesies of life? Let but the school committees select their teachers and inspect their schools with reference to this object, and a change would come over the manners of the young which would add a new charm to society. The erection of new and beautiful schoolhouses, and the introduction of neat and elegant furniture, have greatly facilitated the task of the teacher in regulating the intercourse and personal habits of his pupils. In a free republic like ours, where children have, of late, been becoming more republican than their seniors, parents would do well to second the efforts of teachers in training the young to that deferential deportment, and to those common civilities, the absence of which can never be noticed but with grief.

Another popular opinion, prejudicial to the interests of the schools, relates to practical education; and requires that it be conducted with special reference to the future occupation of the pupil. Nothing can be more crude than the notions often put forth on this subject. Of those things necessary to be known and practised in common life, scarcely one is adapted to the school-room. The mechanic and other useful arts must be learned in those particular places where they are practised. There are no proper materials or arrangements for teaching them in the schools, nor is it desirable that there should be. These are not the subjects in respect to which the parent needs the aid of the teacher. He can teach the knowledge of his own business or cause others to teach theirs to his children better than it can be done in the school. Any attempt to render the schools more practical by making them industrial establishments, will tend only to divert them from their true office without accomplishing any important object. There are only two appropriate ways of obtaining the practical education referred to; the one is by something of the nature of an apprenticeship, and the other by attending a regular technical or practical school. In such an institution nothing but the application of science to the arts can properly be taught. A knowledge of the elementary principles of science, not to mention the common branches of education, must precede and be acquired in a preparatory school, else the technical school will be degraded, and its professors will be compelled to do the work of mere tutors. To talk of a practical school, where the rules of art without its principles are taught, is idle. A workshop or a farm would be better than such a school. In this sense, it is to be hoped our Common Schools will never become practical. How, then, can the elementary schools be made practical? By rendering them strictly elementary; by developing the mind and furnishing it with the instruments of general knowledge; by giving power to the intellect which it can skilfully wield in any direction, and apply to any purpose. The man must precede the artisan. The knowledge common to all persons of ordinary education should go before that which is peculiar to any trade or profession. It follows that all children need essentially the same elementary education. We cannot foresee what will be the occupation or condition of the child on reaching his maturity, and cannot therefore safely descend to specialities in his education. Time must develop the order of his talents, and circumstances must determine the sphere of his duties. Meanwhile his education should be such as to fit him equally for any of the ordinary situations of life.

It is a very common error to regard education as consisting chiefly in the acquisition of knowledge. Persons who entertain this view generally estimate knowledge by its extent rather than by its depth. If we look into the schools where education is conducted on such a principle—and it would not be difficult to find them—we shall see the pupils laboring to store the memory with an immense mass of words and sentences, which are to them often little better than the words of a dead language, or of facts without understanding their nature, relations, or uses. The minds of such persons are like furniture crammed with articles without utility or order. The acquisitions made are not deeply fixed in the mind. The objects presented to view leave no distinct picture on the imagination. They are not compared, classified and arranged into a system by the intellect of the pupil, and consequently the memory holds them by a slight tenure. Knowledge thus acquired is too superficial to deserve the name, and rather injures than improves the mind. The habit of taking up with first impressions and specious appearances, of allowing loose and inaccurate ideas to float in the mind, is most pernicious in its influences. It tends to weaken the understanding, to destroy its soundness and integrity, and to render it incapable of those decisive and sure acts which are necessary to command reliance. What is chiefly to be aimed at in training this faculty is to give it power and precision, so that it may be both effective and safe in its operations. Such a result can be produced only by patient, exact, and thorough training. Mental discipline is a primary object of education to which the acquisition of knowledge is but secondary. The latter is, in this stage of study, chiefly important as a means of intellectual training, having at the same time a true but subordinate value in itself. Extensive knowledge is not necessary to mental discipline. A little that is well known and thoroughly digested is vastly superior in worth to a great amount hastily and superficially acquired. Not only is its effect upon the mind better, but its value as an instrument of future acquisition is greater. If elementary knowledge be of a faulty character, all that higher knowledge which depends upon it will be equally so. The principle here laid down will appear the more important, if we consider that its influence is not limited to the elementary schools, but extends to all our higher institutions of learning. The weakest point in the whole system of American education, is its deficiency in thoroughness in all the elementary courses. The students in our colleges need twice as much preparatory study as they now have. In our academies, pupils enter upon the study of the ancient languages with a defective English education. And it will be found, upon examination, that the whole superstructure of our higher education is insecure in consequence of the slender foundation laid in the elementary schools. The evil spreads from the root of the tree to all its branches, and can be effectually arrested only where it originates. Until the time of study can be greatly increased in our schools, the course of instruction ought to be restricted within narrower limits. Not only should the number of branches be diminished, but, (as has been already remarked,) the extent to which each is pursued should be curtailed. It is of but little use to proceed far, in studies, in the confused and superficial way which is now so common. If the plan be well laid out, and the studies be properly arranged, the more labor there is bestowed upon the elementary part of each, the better will it be for the future progress of the learner. Beside the impossibility of doing well all that is ordinarily attempted, many of the subjects presented are not truly of an elementary nature, and may, on that account, better be postponed. Requiring as they do a certain amount of preparatory knowledge, and of maturity of judgment in order to be understood, they fail of their object when prematurely introduced, and lose, perhaps forever, by being improperly used, the power of creating interest in the mind. It matters not how important and useful in themselves these higher studies may be. They may be more advantageously pursued at a future time. At present, something more radical is required, namely, the power of acquisition. Though elementary knowledge be limited, if it be well chosen, and used chiefly as a means of intellectual training, it will constitute a solid basis, on which the acquisitions of a whole life may safely rest. If every exercise in the school were such in its disciplinary character that it might serve as a pattern to be copied in all the remaining studies and business of life, this one feature in a system of education would be so valuable that, in comparison with it, all the ostentatious attainments made without method or discipline would be of little account. Habits of order, of accuracy and thoroughness, lie at the foundation of all success in business no less than in scholarship. This building up of the solid frame-work of the mind, giving it capacity and aptitude for vigorous and systematic action, is a principal object of education. A contrary course impairs the strength of the intellect, weakens the whole foundation of character, begets disgust with intellectual effort, leads to sciolism and conceit, and produces just such a character as it is the business of true education to guard against.

Among the faults observable in the mode of teaching in the Common Schools, that of attaching more importance to words than to things is conspicuous. The true method is [illegible] the reverse of this. Not only should the latter be made much more prominent than the ut it should come first in the order of time. Objects stand related to signs or symbols as substance to shadow. Language itself should, as far as possible, be studied from an inner point of view, beginning with the thought, and thence proceeding to its expression as from cause to effect; or, to speak more definitely, the words of the author should set the understanding and imagination of the pupil at work upon the objects or ideas represented, and these, when truly and vividly conceived, should give to the words employed their more precise import in the connection. In this way language will be learned, as it is in common speech, by usage. It will then be strictly vernacular; whereas that which is learned merely from the dictionary is in some sense a dead language. But I refer to something that lies deeper than this. Teachers do not duly consider what a wide difference there is between the abstract view of the author and the more concrete and life-like view of the pupil; — between the learned terms and artificial style of the one, and the familiar words and easy, simple language of the other. The consequence is, that the language of the book, though committed to memory and repeated paragraph after paragraph, remains a dead letter. The instructor, feeling no difficulty himself in understanding the words and constructions used, and not putting himself sufficiently in the position of the child, takes it for granted that the latter understands all except a few unusual or technical terms, and thinks he reaches the intellect, when in fact half that is learned is only by the mechanical act of putting syllables rightly together, and the equally mechanical act of retaining them in the the memory. In hundreds of schools the knowledge of classes in respect to the ideas of the language they repeat has been tested; and the result has astonished none more than it has the teachers themselves. In most cases a full knowledge of the facts would lead to the proper remedy. But in some instances, the practice of committing to memory learned phrases and abstract rules and definitions without understanding them, is defended on the ground that the time will come when the language will be understood. Suppose all this to be true; it would not follow that the course is a judicious one. What use can the pupil *now* make of ideas, that are as yet unborn? If one of the most important objects of education is mental discipline, and, if this can result only from exercising the understanding, I see not how that end can be attained but by apprehending the ideas which the language of the lesson was designed to convey. A course of instruction, to be useful, must be so given that one step in its successive stages shall be preparatory to another. What becomes of this linking together of all the parts, each depending on its predecessor, if the comprehension of any part is to be postponed to a future period? If the lesson of one day depends on that of the day preceding, then the former cannot be successfully studied till the latter be well understood. The truth is, the text-book cannot do the work of the teacher. It may aid him; but he will still have more to do with the subject than with the author. He will need to pay chief regard to the pupil's attainments and mental activity, and aim at evolving new ideas from those already possessed. In order to this, the language employed must be conformed to the ideas entertained by the learner. At first, only a very general idea, an outline, so to speak, of the subject in hand is apprehended, for the designation of which familiar and popular language is best adapted. It is sometimes necessary to conform, for a little time, not only to children's habits of thought, but to their vocabulary also. As their ideas become more definite by the addition of minuter details to the outlines of the picture previously formed in the mind, there will be a demand for greater precision in terms: and so there is a natural progression in the accuracy and completeness of a pupil's ideas, requiring a corresponding progression in language. Books, which are always less specific in their adaptations than the words of the teacher, cannot be exactly conformed to each one's individual wants. Hence the necessity of an instructor, who can learn the exact wants of his pupils, and bring his thoughts into close contact with theirs. It is with their ideas of things that he has to do at first. When he has a fast hold on the mind, and can draw out from it true ideas on the subject in hand, then the words best suited to their expression will naturally suggest themselves.

Another very general defect in the teaching given in our Public Schools is that of treating the mind of a child too much like that of an adult. Those powers which are but just beginning to manifest themselves, and which are of course in a state of infantile weakness, are overtasked, while others, which are comparatively mature and require activity, are neglected. The faculties of the mind ought to be developed according to organic laws. The process best fitted to accomplish that object is of so delicate a nature, and is so dependent on a knowledge of the juvenile mind and the laws of its growth, that few teachers know how to conduct it skilfully. Though the mind exists as a whole, and is consto be treated as such in education and not as a mechanism which can be constructed or altered part by part, there are certain periods in the history of each when it undergoes important changes, and in the successive changes through which it passes, different faculties or powers of the mind, as they are commonly termed, are more or less in the ascendancy. During several of the earliest years of childhood, the animal nature so predominates over the rational, that the understanding acts mainly in connection with the senses and animal passions. The child is then without fixed principles or settled habits. It has not thought connectedly enough, nor sufficiently compared its ideas, to generalize its knowledge; nor has it performed or repeated similar acts in sufficient number to form permanent habits. Its perceptions and thoughts stand in a great measure apart from each other, and are designed chiefly as a collection of materials for future use. Individual perceptions of various character, with slight, brief and desultory exercises of the understanding, characterize the intellectual activity of this period. The mind is, at the same time, more highly sensitive and more susceptible of impression than at any other age. These facts would seem to indicate the kind of training it then needs. Education in its widest sense commences as soon as one is born. From that time till the school-going age, which with most children does not properly begin till after they are six years old, the freedom and activity natural to childhood may better be accorded to it than denied. The physical constitution, whose vigor is so intimately connected with that of the mind, and which comes first in the order of nature, requires a great amount of unrestricted exercise in the open air. The confinement of the school-room not only preys upon the animal life and spirits of the child, but interrupts that inquisitive notice of external objects to which nature prompts it. The free exercise of the perceptive faculties at this period does more to produce strength and individuality of character than all the set lessons which could be given in the schools. The truth of the remark now made is confirmed by the early history of distinguished men as given by their biographers. Disinclined to school exercises, but admirers of nature, they have been known to stroll through the fields and woods, often lying upon the grass and gazing upon some beautiful landscape, while others were sitting on the bench waiting by the hour to say their alphabet. Almost every line in our best writers shows that their childhood was spent in studying nature's golden alphabet, written in the sky, in the flowery field, in the grove, and in the plumage of its gay songsters. The wants of the mind, as felt by a young child, are a much safer guide to knowledge than any artificial system of mental exercise devised by the teacher. Providence has cared for that better than we can do. Such a knowledge of the objects of nature as the curiosity of a child prompts him to seek, and the mental activity produced by the companionship of other children, together with the influences of home, furnish the best kind of education for the young. The joyfulness of a life thus spent when all the instincts of nature have free play, and evil only is restrained, contributes much to that sprightliness, elasticity and vigor which ought to characterize the young. No period of life is more prolific than this in useful knowledge, if it be not unduly curtailed by injudicious parents and teachers. That course which has here been vindicated for the period of early childhood ought to be gradually changed, so that it may continue in part to later years. Indeed, a school education begins long before the above-named propensities sensibly abate, and for this reason the transition from one mode of mental activity to another, entirely diverse in its character, should not be sudden. But to this topic I shall have occasion to recur in another connection.

Next comes the period for acquiring elementary knowledge, when the imagination and memory are to be exercised vigorously, and the understanding in that moderate degree which its powers admit. It is here that the greatest error is committed in regard to the mode of instruction. It consists in the neglect of the imagination, which is the chief faculty to be employed in the earlier processes of education, and in the overworking of the understanding by forcing upon it exercises altogether above its strength. Of the exclusive use of verbal memory, and its evil consequences, I have already spoken. By means of the imagination a middle ground can be occupied between the perception of objects through the senses, and the contemplation of abstract principles. Such an intermediate process is necessary to the most perfect development of the mind. In the common district school, it is the most important feature to be given to education. The real objects which have been formerly observed are no longer present. They must be brought before the mind, if brought at all, by the imagination. Other objects there are, which have never [illegible] observed. These must be presented to the mind by pictorial representation or description, so that a distinct conception can be formed of them. The language of books, as used in the school, is designed to call forth images of things, of their qualities and their relations. It is only by the effort of the mind that these can be conceived when the words by which they are designated are addressed to the eye or to the ear. Facts, and their relations and connections, constitute the greater part of what is communicated by instruction in the elementary schools. They cannot be vividly and truly apprehended but by the aid of the imagination. The time has not yet come, when the reasoning powers of the pupil can be employed in a very high degree. At some future time the great principles illustrated by these facts may be eliminated, and the facts themselves dismissed and forgotten. But at the time now contemplated, the knowledge of the facts, and the ability to classify and remember them as materials for future reflection, are the immediate object of pursuit. Things may now be arranged in the mind according to the order in which they actually exist. The imagination is to associate and organize them. The stricter classifications of science, founded on analysis, must be reserved for a more advanced stage of study. What is here contended for is not the exclusive use of any one faculty during a particular period, but the exercise of each in proportion to its degree of development. They may all begin to act nearly at the same time, but they do not all advance with equal pace. They may all need to be employed whenever any one of them is employed, but not in the same degree. The understanding is slow in its growth, and is the latest of the faculties in reaching its maturity. Its exercises are therefore to be more nicely graduated through the whole period of study. It is first a small rill, and gradually expands till it becomes a broad stream. It is to be incorporated more and more with the acts of the memory and imagination till it shall become the ruling faculty.

The next point in order, in respect to imperfect instruction in the schools, is the want of a strictly progressive system in the course of studies. Reference is here had, not to what is demanded by the nature of the mind in respect to the laws of its growth, but to the order suggested by the subjects themselves and their dependence upon each other. It is not impossible to regard the law of mental development, and yet at the same time to arrange the various studies according to their natural sequence. To follow this order, it would be necessary to begin with the simplest elements of knowledge, the germ of all subsequent attainments, and proceed to that which most immediately grows out of it. Not that all elementary knowledge is equally necessary, or that all the branches of education may be developed from a single principle. The most essential elements of those studies only which are appropriate to the Common Schools; are here the proper objects of attention, and all the rest may be set aside. As these are not identical or even very similar in their character,—those, for example, of arithmetic and geography,—they must each have a beginning of their own. This is obvious enough. In organizing the parts of a single study there is no great difficulty to one who thoroughly understands the subject. But how to arrange different studies, how many to place in parallel courses, how to proportion them, how to connect them with kindred subjects as the pupils advance, beginning with a few threads and ending with a complete web, are questions not so easily disposed of. Language is the most comprehensive of school studies. It involves a knowledge of objects, which spread over a very wide surface. It relates to the voice, in articulation and purity of sound, and easily connects itself, through elocution, with music. It has to do with written characters, and ultimately leads to writing and even to the kindred art of drawing. It embraces the mechanical process of spelling and reading, and consequently the great labor of mastering our orthography and the contents of the books read in school. It requires a knowledge of the structure of sentences, of arrangement and of style, and thus runs into grammar, rhetoric and logic. All this must be contemplated in arranging elementary studies in reference to the English language. Though it may not be necessary to teach them all, still they must be kept in view in every step taken, so that it may always be known not only whence the pupil comes, but whither he is going. With some modifications, similar remarks might be made of the knowledge of numbers, as tending in another direction and branching out into various sciences. Most of the courses of study pursued in the schools are quite too miscellaneous. Some things which are fundamental are omitted. Many are introduced which it would be better to postpone to a later period, or leave to be learned in practical life. In the studies that are judiciously selected, there is not unfrequently a want of proportion and proper sequence. All these evils spring rather from negligence than from any other cause. If the proper would earnestly turn their thoughts to the subject, great improvements would be the immediate consequence.

In the management of the several branches of instruction in detail there are well settled principles which are not always observed by teachers. With a brief allusion to a few of these, I will close this part of my subject. One of these is to proceed inductively, or rather analytically, in the method of teaching, wherever the nature of the subject will admit. By this is meant not that scientific analysis and mode of reasoning which can be pursued only by persons of philosophic habits, but that easy and natural process of beginning with the simplest and most obvious facts and proceeding to other connected facts, by an order which makes one step naturally follow another, and enables the child to answer the questions of the teacher from what he himself observes, rather than from what is told him. Something which can clearly be perceived is first exhibited to the class, and is noticed by each member, till the teacher is satisfied that it is well understood. In arithmetic, it will be a single object to illustrate the number one, which will then be changed for other single objects, till the number is associated with so many of them, one by one, as to lead to an idea of its abstract nature, or its applicability to any one thing. Next, two similar objects will be presented, and the one be added to the other and then subtracted from it, till the nature and all the powers of this number are understood. In music, a sound will be presented, and imitated, and, for the sake of comparison, another will be introduced, and the difference in length, pitch and force noticed, till the pupil shall himself perceive, what by other methods would be told him, and be received on the teacher's authority. In drawing, the same thing is done by presenting a straight line on the blackboard, and varying its position, as vertical, horizontal, and oblique, and presenting another straight line in combination with it, making two parallel lines; a right, an acute, an obtuse angle; and then modifying these so as to produce all the forms and figures which can be made from them. And so of a larger number of straight, curve, and waved lines, and figures produced by their combination, till the pupil shall have worked out for himself, by his own invention, the elementary principles of the art. In all these and other studies to which the method is applied, the attention of the learner is at the beginning drawn to that one point, which is the simplest and first in order, and then to another, connected with the preceding and next in order, and so of the rest, the teacher merely directing the process, and the pupil going through with it for himself. Each step in the process is so arranged as to give the means of taking the next. Everything extraneous is carefully excluded, and all the difficulties which occur are solved by means of what has gone before. This method, which is applicable to many of the studies pursued in the schools, requires more care, labor and invention than teachers are generally willing or perhaps able to bestow. But if it be restricted to its proper uses, and skilfully applied, it is one of the best means of intellectual training. Nothing can be more valuable in respect to the formation of correct mental habits. It proceeds upon the principle of teaching nothing which the pupil can find out himself. The knowledge, too, thus acquired, is all perfectly arranged and grouped in the mind so as to prevent confusion, and thereby facilitates the work of the memory no less than of the understanding.

In studies which have not this unity of character, the complexity must be overcome by a similar process, by separating its parts from each other, so that difficulties which would otherwise be accumulated may be taken one by one, and easily disposed of. To do one thing at a time is generally the right method in such cases. There may be instances in which two things are so reciprocal in their influence upon each other, that they appear simplest when taken together. Such cases are easily distinguishable, and can be treated according to their peculiar nature. But in most studies which are agglomerate in their nature, as orthography, reading, geography, and the like, the danger lies on the side of overwhelming the mind with too many things at once. It then becomes necessary to exclude what is not essential to the subject, to postpone what is not fundamental or strictly elementary, and to arrange the remainder in such a way that the part which sheds most light on the rest shall always precede.

It is scarcely a less important principle in teaching, to make sure of what has once been learned, either by constantly reviewing it, or by frequently using it in the subsequent part of the course. Every review should be conducted in some new way, so that the same principle shall re-appear under ever-varying forms. The novelty of its new appendages will keep up a fresh interest in the mind, while the previous knowledge of the general subject will cause the light easily to break in and shine on all its parts. That which is essential will come to be clearly distinguishable from that which is accidental, and will consequently be more perfectly comprehended. The want of attention to this obvious truth renders the knowledge acquired in the schools often exceedingly insecure, many things fading from the memory in order to make room for others. Nothing that is learned at this period should be allowed to be forgotten. Whatever is not worthy of being remembered is not worthy of a place among the appointed studies. The habit of forgetting some things, when attention is turned to others, is so great an evil in itself, and so disheartening to the learner, that it is better to know perfectly and retain easily and securely a part, than to have many studies pass through the mind as clouds sweep through the sky.

Difficult studies should have so much time devoted to them daily, at the beginning, as to render them familiar and attractive within a moderate period. Early success brings with it high mental gratification, the best means of creating a permanent interest, and securing energy and diligence in study. Such studies should alternate with others that are already familiar or easy, and that are adapted to recreate the mind, by calling into exercise other and dissimilar faculties. This power of relieving the understanding or memory when fatigued, by exercising the taste and imagination, as well as the organs of the body in vocal training, drawing and the like, has not yet received due attention. Such things are to the mind what oxygen is to the lungs, they renovate it, and speedily put it in a condition for renewed exertion. The mind can no more continue to work through one of its faculties without rest or change, than the body can through one set of its muscles. Change, at suitable intervals, is the law of life to both. Those studies, therefore, which furnish mental recreation, can be introduced into schools without any loss of time. As much can be accomplished in the severer studies, in connection with them, as without them. The skilful teacher will manage to keep the minds of his pupils in good condition and in the right mood, as a musician will keep his instrument rightly tuned and pitched, and will skilfully introduce those changes in successive exercises, which will keep the mind in the best working order.

In passing to the other general topic proposed for discussion, we come first to the distribution of studies with reference to the different grades of schools. In the primary schools are to be acquired the first elements of education; in the grammar schools are the foundations of the common English branches to be laid; and to the high schools are to be referred the higher English studies and a beginning in the languages. Although this gradation in the schools is to be made rather according to the attainments than the age of the pupils, it may be of use to those who are familar with only mixed or district schools, to state, that when we speak of primary schools, we contemplate them as being attended by children from about six to ten years old. According to present custom, however, the average age would fall about one year lower, making it from five to nine. With an infant department, the Public Schools ought, in general, to have nothing to do. The boundary line between the grammar school and the high school will be variously drawn, according to the general elevation or depression of education in the towns where they are respectively held. In many towns there will be but two grades of schools. In others, though there may be three grades, the studies will not range high, while in the cities and large towns, intermediate schools will often be introduced, between the primary and the grammar schools, elevating the latter, and thus placing the high school far above the position which it holds in other places. It is not necessary for our purpose to include a plan of study for the high schools. It will be easy to regulate these, if the lower schools are properly organized and their work well done. Our chief attention is now due to the primary and the grammar schools. I begin with

THE PRIMARY SCHOOL.

As there will be several classes in such a school, it will be most appropriate to begin with a consideration of the youngest, with those who have but just entered it. If suitable arrangements could be made, it would be desirable to have each session of the day for study not more than an hour and a half or two hours long. The object of such short sessions would be two-fold; first, to consult the physical comfort and well-being of the children, and secondly, to prevent too sudden a transition in their mental habits. Where such an arrangement would be impracticable, it would be well, if, during a part of the school hours, an assistant teacher, or advanced pupil, could accompany the class on the play-ground or somewhere in the vicinity of the school, and teach them to make such accurate observations upon the various objects presented to view, as would give precision to their knowledge of forms, colors, proportions, measures and distances. These things, which are the corner-stones in the edifice of knowledge, a deficiency in which gives such a weakness and tottering appearance to the superstructure afterwards reared, can be learned much more readily and perfectly outside of the school-room than within it. This knowledge is needed in every elementary study. How many persons study hundreds of lessons in arithmetic, depending on such measures of length as inches, feet, yards, and rods, without being able to estimate by the eye the length of anything in one or other of these measures! What an infinity of hues and colors is spread before the eye in nature, the notice of which, with their appropriate names, would supply a deficiency which most persons feel through life! And is it not better to study the forms of things in their actual state, than from definitions, pictures and diagrams? Soo, too, symmetrical proportions and groupings of things, according to the laws of propriety and taste, are nowhere better taught and exemplified than in the material world. The course which is here recommended would differ from the casual and disconnected observations spontaneously made by the young child in following his amusements, and from the instruction in the same subjects subsequently to be derived from books, and would seem to be the most natural way of passing from one to the other. There should be regular gradations in the first as well as in subsequent exercises of the school, and a period of many weeks should pass before a child should be chiefly occupied with books. That is not so much the time for teaching anything absolutely new, as for making one more perfect in the knowledge of things already more or less known,—to make firm the foundations on which he stands, and to enable him to reach securely to that which is next above.

Following these exercises of the eye and the judgment on visible objects, will be others in a second part of the preliminary course, in which kindred things shall be presented to the mind or imagination, to be considered and orally discussed in the school-room. Neither the objects themselves, nor books giving an account of them, are now to be used. But in respect to familiar things, the memory and the imagination of the pupil are to furnish the materials for mental inspection, and in respect to others, either specimens, models, pictures, or other representations are to be presented by the teacher, and the circle of the pupil's ideas to be enlarged by means of comparison, of resemblance and contrast, slowly and cautiously proceeding from the clear to the obscure, from the known to the unknown. Here language (oral of course) in connection with things will begin to receive particular attention. Not only the names of things, and of their properties, relations and uses, but the proper conversational forms of expression, the easy and natural use of language as an instrument of thought in describing what has been observed, or conceived of, become more and more an object of attention. The teacher will find it necessary to spend no little time in selecting and arranging groups of objects, adapted to the age, intelligence and local circumstances of the children. These will vary with the localities of the school, the physical features of the neighborhood, and the occupations and habits of the people.

Foreign objects should not receive attention, except incidentally, till those connected with the place are generally understood. Furthermore, the teacher must have some reference to his own acquaintance with things and the appropriate popular terms to be applied to them, in making his selection. A city teacher going to an agricultural town, or a country teacher to a sea-port town, or either to a manufacturing town, might find himself not much in advance of his pupils, in the knowledge of some familiar things. In the first case, the children would all know one tree or shrub or stone, from another; the teacher might or might not, and so of corresponding objects in the other two cases supposed. Books on this subject will be useful in aiding the invention and memory of the teacher, but no selection of topics in books, upon what are termed object lessons, can be well adapted to all places, and to all teachers. Every teacher can succeed best with a plan and selection of his own. Indeed, the plan may be more or less systematic, according to circumstances, without injury, provided it be natural, and dispose of the several objects of attention by putting them in their true places and relations.*

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* Many methods have been given by different writers on the subject. From one of the latest authors on education, I will extract a few of the first exercises which he lays down in his course of object lessons.

1. The *school-room*. The names of the things to be seen in it, and the parts of which each is composed, but without

In describing familiar objects, it is better that the pupil make the attempt, and be aided when it is necessary, by the teacher, than that the teacher furnish the description for him. But when an object is unknown and cannot itself be exhibited, the attempt to present to the imagination a picture of it, by whatever means, must, of course, be made by the teacher. In reviewing the lesson given by the teacher, the method can be changed, and the pupil be required to give in his own language the ideas he has received. Thus, besides the benefit of mental exertion and the increased interest thereby awakened, an opportunity will be afforded to ascertain the exact state of his knowledge, and to know what to supply and what to correct. The habit, too, of studying correct forms of expression, not in composition on set themes, but orally, on topics of present interest, where the train of ideas is given by the objects themselves, and where language flows spontaneously in the warmth of feeling, and where the tediousness of writing, and attending to all the nice points of mechanical execution is avoided, is, for this early age, as valuable as it is easy of acquisition. It will be necessary for the teacher to avoid, as far as may be, learned and scientific terms, and to guard against the temptation to classify objects after the manner of scientific books, instead of grouping them as they are found in nature. The horse, for example, should not, in such an exercise with children, be associated with the camel, or zebra, but with the pasture, the carriage, and the rider.

During this early period it is advisable to accustom the children to make free use of the blackboard, and of the pencil and slate. It will furnish amusement and occupation, while the teacher is attending to other classes. The muscles of the arm and hand will thus be trained. The first lessons in drawing can be conveniently given and practised now. Singing can also be introduced, provided it be wholly by rote, and be limited to one or two simple and appropriate school songs, in which style of delivery and expression shall be chiefly regarded. There are various other bodily exercises, partly for recreation and change, and partly for improvement in manners, and for preserving order, which are with great propriety introduced into many of the Public Schools.

But the time will soon come,—with most teachers, as the schools are now organized, quite too soon,—when a beginning must be made with the elements of written language. Indeed, the ability to spell all those words which present no peculiar difficulties, and to read ordinary sentences with fluency and accuracy, is the chief object to be aimed at in the studies prescribed for the primary schools. The domain of knowledge should, at this stage of study, be divided into separate departments as little as possible. A general knowl-

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the technicalities of the artisan. The comparison of their form, size, color, and material. Which of them are found but in one, and which are common to more than one. Which are single articles of the kind, and which exist in larger number. Counting of corners, seats, and desks to the number of four or ten. But avoid nice geometrical ideas and terms which do not occur in the child's daily life.

2. *Apparatus*, whatever is used in the school, whether by the teacher or by the pupils; which of these belong to the school, which to the teacher, and which to the pupils. Connect with this the idea of ownership, of mine and thine, and the pronouns and cases used to express the idea of the possession.

3. The *teacher and the pupils*, and their respective tasks. Exercise on the use of the verb. The number of children on one row of seats. The idea of more and less, and that of persons coming together for a common object.

4. The *human body*. Those parts which address themselves to the eye, omitting the internal organization for the present. The actions of men;—"every person has, &c." "Every person can, &c." "Some men have—can, &c." Old, young; large, small; strong, weak. The five senses, motion, voice. The nature and powers of the human mind do not belong here.

5. *Animals*, compared with men. Select from the mammalia, (which can easily be shown,) a dog, cat, squirrel; also, a bird. Compare them part by part, and their actions. "I should not like to be a brute animal, because, &c."

6. *Food*. Common, uncommon articles. Whence does it come; what its use; and how prepared? Wrong use of food, improper quantities; at improper times; what does not belong to us, but to others, as fruit on trees and in gardens.

7. *Clothing*, of children, of adults, of foreigners, compared with that of animals. Whence does it come; and how is it made? Washing garments. Order and neatness. Costly and cheap dress.

8. *Dwelling-house*. Parlor, sleeping-chamber, kitchen, cellar, store-room. The use of each. The furniture of each. The kind of work done in each. Lights, fires, provisions, and arrangements for the coming season. Who built the house? Who will hereafter occupy it? The dwelling-places of animals.

9. *The family*. Father, mother, brother, sister, domestics. What does each perform for the others? Division of labor. Mutual care. Sickness. What does each owe to the others?

10. *Domestic animals*. Dog, cat, cow, ox, horse, sheep, swine, hen, goose, duck, dove, sparrow, swallow, rat, mouse, mosquito. Description and comparison of the form, size, color, covering, members, voice, motions, actions, food, use, or noxious character of each. Show the animals, or pictures of them. Anecdotes respecting animals. "Never torture an animal for sport."

(For the remaining topics, I will merely give the subject, omitting the details given by the author, which can easily be supplied after the analogy of the preceding.) 11. The environs of the house. 12. The village, or city. 13. The professions and occupations of men. 14. Sunday. 15. The farm. 16. The forest, (trees and animals.) 17. Adjoining towns or villages, (direction, comparison, size, roads, bridges.) 18. Hills, valleys, and plains. 19. Animals, tame and wild. 20. Plants. 21. Stones and common minerals, (they must be exhibited.) 22. The heavens, sun, moon, stars. 23. Varieties of weather in the various seasons of the year, (the use of the impersonal verb, "it rains, snows, thaws.") 24. Time, its measurement, and what is appropriate at each season and period, (its effects on man, and other things.) 25. Holidays. 26. Public buildings and industrial establishments. 27. Magistrates, rulers and public officers and their duties. 28. The military. 29. Manufactures, (articles, materials, machines, operations.) 30. Coins, (kinds, value, national, by whom coined.) 31. Weights and measures. 32. Commerce and trade. 33. Health and sickness, (causes and remedies.) 34. Death, (causes, effects upon others, burial, and the departed spirit.)

edge of easy books, including the mechanical structure of the words and sentences, and the common objects referred to in those books, not classified and separated into different branches, such as grammar, arithmetic, geography, physiology and natural history, but viewed as matters of every-day life, which all persons of common sense and common intelligence must know; some simple view of the parts of a sentence, of the subject, of the verb, and of their adjuncts; some practice illustrating the powers of small numbers; some facts in history and geography; some few rules of health; and many details which will afterwards be referred to the different branches of natural history, will all find their place in connection with elementary reading. Only in this sense should those and other similar branches be introduced into the primary school. It is a mistake to suppose that, by advancing farther in the subjects of study, the pupils will be better fitted for the grammar schools. So far is that from being the case, that one of the greatest obstacles now thrown in the way of the latter is, that the pupils, which enter them from the primary schools, have skimmed lightly over so many subjects without being well grounded in any. The great principle to be kept in view in the whole course of education, is to keep back the learner and confine his attention to the rudiments, till the mind shall acquire a power and tension which shall make every step taken of advancement a vigorous and perfectly successful one. Slow growth is much more substantial and real than that which is premature and forced. Especially should that which is to be the kernel, the germ of all future knowledge and discipline, be made healthy and sound. The *first things* should be most cared for, because they give character to an interminable series proceeding from them. If education begins right, all is right; if it begins wrong, all is wrong. Therefore, for our purpose, we would change the old adage, and say, "All is well that begins well."

We have thus far supposed the child to be employed in oral exercises upon objects. The next great work to be accomplished, much greater and much more unattractive than what has gone before, is to learn how the same language which he has learned to speak, and which has hitherto been addressed to the ear only, can be represented to the eye, and used in the printed form. Here arises one of the greatest of all the difficulties which the teacher has to overcome. That barely tolerable degree of success which attended the old methods of teaching was not so much produced by the instruction given as by the great aptness of children to learn in spite of the defects of method. Though the power to read words correctly, at sight, must always be the result of great labor on the part of the young, and though certain steps of the process are almost purely mechanical, yet it is generally conceded that much of the effort commonly made does not tend at all to the end in view, and that much of the time spent in learning the alphabet, and in applying it to its uses, is but little better than thrown away. Few teachers have so carefully analyzed this complex process as to have a method of their own, founded on well established and clear principles; and hence the very common practice of merely doing what others do, or have done before them. The whole process needs to be resolved into its parts, and those parts to be kept as distinct from each other as possible, and arranged in the most natural order, so that the pupil, by mastering one difficulty at a time, may securely proceed, step by step, till he finds his way through. It is of the utmost consequence, also, to preserve the natural freshness and spirit of language, and prevent its passing from the character of a living to that of a dead language, when, instead of being the medium of personal intercourse by the voice, it takes on the more dignified air of a printed book. This enormous evil in the schools reaches far and wide, and spreads itself into a thousand ramifications. The interest which was taken in the exercises of the school, when they related to objects, and were conducted by the living voice, abates, and is nearly lost, when nothing but dull exercises or dry syllables and hard words are given, as if to puzzle the ingenuity of the learner. The mental faculties, except the memory and the power of divination, in respect to the sounds of letters, lie almost dormant. If the mind should chance to busy itself much with thought, it will be as likely to form false and ludicrous conceptions as right ones, in connection with the long columns of new and strange words. Reading will be the mere putting together of the sounds of syllables, words and sentences, which will call up that ghost known as the genius of school reading.

Men may differ in opinion as to the number and order of the successive steps to be taken in teaching the use and powers of letters. There is probably no one method equally adapted to all. But the principle of laying the process carefully out into its several parts, and of attending to them one by one, can hardly be called in question. The old, and in many places obsolete, method, first, of teaching the alphabet by showing the letters, causing their *names* to be repeated without any regard to the sounds they represent, and then of teaching spelling by calling the names of certain letters in combination, and of pronouncing the syllable or word without any reference to the separate elementary sounds which, when united, constitute the word, will now find but few intelligent defenders. It is conceded, on all hands, that the name of a letter does not, except by accident, give any clue to its power, and that the connection between the first and second parts of the act of spelling a word, naming the letters and pronouncing the word, is purely arbitrary. It is, indeed, necessary to know the names of the letters, and it will often be convenient to resort to this arbitrary practice, but not till the natural and philosophical one, the phonetic, has become familiar. There is, furthermore, no propriety in making a child learn the names of all the letters of the alphabet in their order at first. It is, in itself considered, unnecessary; and, in its immediate effects, it damps the spirit and stifles the interest of the young learner. The most natural process would seem to be something like the following: to begin with what is already well known, a simple word, consisting of but two letters when it can be so, and resolve it into its elementary sounds; then to unite the sounds again so as to produce the word. When the appropriate words of this class have been exhausted, others of three letters, and finally words of more syllables than one, may be analyzed in the same way, giving preference to dissyllabic words over monosyllabic ones, which have silent letters in them. Such exercises may be commenced before looking at a book, or knowing anything of the forms or names of letters, and continued till the various easy words, composed of single consonants and vowels, with either long or short sounds, shall be readily resolved into their elementary parts and then reproduced by the union of those parts. This should be the first step, because the previous use of words, or sounds in combination, gives all the means necessary for the analysis of these sounds. The pupil is still within the sphere of his own knowledge and experience. Again, as the name of a letter is but a mere symbol of its form, and as the letter itself in its visible form is but a symbol of the sound or sounds it represents, it is clear that we ought to begin with the sound as at the source, and proceed from things to their signs, and the names of these signs.

The next step would naturally be to direct attention to the outward forms or visible characters used to represent those sounds. This work is also one of great complexity, and will need to be simplified. Whether it will be expedient to begin with the vowels alone, or with the easiest vowel and the easiest consonant together; whether one sound of the vowels shall be taught by itself, or the two most common sounds be introduced in connection with each other, each instructor must decide for himself. As we have now to do with both the sounds and the forms of letters, those letters should come first which are, in both respects, the easiest to apprehend and use. Letters which are represented by single characters should come before those whose characters are complex, especially if the pupil be required to make them on the slate or blackboard. Of those of similar form only one should be learned at a time, and that should be the one most frequently occurring in words; for the memory is embarrassed by the necessity of nice distinctions, whereas it is aided by striking contrasts. Consonants which have different sounds according to their position, diphthongs, and, in fact, all irregularities, should be excluded from the first lessons. I know, indeed, that one cannot proceed very far in teaching the elements of our language without encountering difficulties arising from anomalous sounds and combinations of letters. But of this apparent chaos in English orthography, some parts are much less chaotic than others. Great irregularities, or those which do not extend to large classes of words, belong not appropriately to the primary school. The fact that vowels in a certain position are generally long, and in a certain other position are generally short, may be made very simple, if we dismiss for the time being the numerous exceptions. So, also, the fact that the long sound of each of the vowels is represented by certain diphthongs, may be easily recognized and followed, if we limit our attention to large classes of words. The influence of the letter *r* upon certain vowels, modifying their sounds, can be made obvious to any child. Indeed, all that part of orthography which belongs to the primary school, may be taught without occasioning very great perplexity to the pupil.

When a child comes to put words together in reading, so as to form a sentence, no pains should be spared by the teacher to preserve the natural tones of human speech. Children are the most natural speakers in the world, and would, without instruction in inflection, tone and emphasis, read well, if they could be made first to feel and speak short and easy sentences, like those to be read. Suppose a sentence to begin with the salutation, "Good morning." The child may be directed to repeat the words with such feelings as would naturally arise in different circumstances. The teacher might say, "Imagine yourself coming from a cold chamber, early in the morning, and meeting your brothers and sisters sitting by a cheerful fire, bright as larks, how would you speak these words to them? If you were to enter the room of a sick mother, in what tone would you address these words to her? If the weather were dull, and your feelings sad, and you were to meet your teacher who had reproved you for some improper deportment the day before, how would you salute him? If, on the fourth of July, you should go out early and find your companions full of glee, what would be the way in which you would say 'Good morning,' to them? Well, here we are about to read of a girl, who was a little out of humor with her older sister the evening before, and now wishes to make amends for it, how would she be likely to speak these words to her sister on approaching her?"

Suppose a quarter of an hour were spent in such an exercise, on a single phrase, and the residue of the sentence were left for the next exercise, could the time of the teacher and pupil be more profitably spent? All that is necessary to insure natural reading at the outset, is *to ply the imagination of the child, till it has produced the appropriate feeling*. The tones and inflections will take care of themselves. When the result has been properly brought out, and every one knows and feels that the utterance of the words was as it should be, then it may be well to note it and record it as a thing ascertained by observation. Thus, by constant transitions from reading to speaking and from speaking to reading,—working every word and thought and image into the understanding, imagination and feeling of the young reader,—an effectual barrier will be raised against that grotesque habit of mouthing and drawling words which is not yet banished from our schools.

The subject of the piece to be read, the thoughts conveyed, and the words employed, ought not to be such as require much explanation. Still the teacher should be satisfied with nothing short of positive evidence that all these are perfectly understood, before any attempt is made to read the passage aloud. But the faults of the voice, and of articulation, will be likely to be so numerous as to require much vocal training. It is absolutely painful to go into some of the schools and hear the screeching voices, the outlandish and provincial vowel sounds, and the defective or exaggerated articulation which constantly offend the ear. The importance of a pure, rich and pleasant tone of the voice, both in school and in domestic and social life, is rarely estimated as it should be. It is the natural interpreter of the heart, and carries with it agreeable or disagreeable impressions and associations, as it bears marks of rational control, dignity, gentleness and sweetness, or of the want of all these qualities. A decidedly bad management of the voice in the teacher should be a bar to his admittance to the school. The attention now given to music in the schools, besides improving the feelings, taste and deportment of the pupils in other respects, has had the effect to prune off the grating harshness of the voices of both teacher and pupil. It is still a common defect in both the speech and reading heard in the school-room, that the vowel sounds are wanting in purity and exactness. As these constitute the body of the sound heard in speech, the main current, as was once said by an accomplished teacher of music, on which the consonants fall like leaves and are borne away by the stream, they should be truthfully given. They should, moreover, have a full and sonorous utterance so as to give them their proper musical effect. One of the incidental evils resulting from efforts made to improve the articulation of difficult consonants, is, that the latter have been given with an exaggerated force; whereas distinctness and delicacy only are required; and thus not only have the harsher elements of our language been needlessly rendered harsher still, but they have been made to compress and almost crush the vowel sounds, and thus injure the music of the language. Let me not be understood as disparaging elocutionary exercises on the consonant sounds. I only speak of the mistake that is often made in confounding force with distinctness, leading to a violation of the principles of true taste, and putting the teacher of reading at war with the teacher of music. The true teacher of elocution and the true teacher of music recognize the same principles of taste, and work as coadjutors rather than as antagonists. I now pass to the studies of

THE GRAMMAR SCHOOL.

Those which have by usage long been properly assigned to this grade of schools are reading, spelling, writing, arithmetic, grammar and geography, to which we must now add to a limited extent, physiology, music and drawing. I do not say that no other study should ever be introduced, but I do say that any others ought to be introduced with great consideration. In some places there are no high schools; and therefore some of the branches appropriately belonging to them may, in such cases, be introduced into the highest class in the grammar school. Other studies than those named above may seem as important as music and drawing. But, besides the fact that these two branches give completeness to mental culture by their direct influence on the taste, and that they are useful in life, which might be said of other studies also, they are needed for the aid which they render to the other studies. There is much truth in the paradoxical statement sometimes made, that they consume no time at all in school. The other studies will, on the whole, be prosecuted more successfully in the same time where these are introduced than where they are not. They not only furnish recreation, but the former improves the voice and the taste, and thus aids in reading, while the latter aids in illustrating many subjects on the blackboard, and greatly facilitates writing. The importance of natural history, and natural philosophy, and of general history, will be readily admitted. But such parts belonging to the various branches as are really needed at this early period, can be sufficiently taught in connection with the other studies, or they may form the subject of general lessons, given orally, at certain times, to the whole school. The thorough study of all those sciences in daily or even semi-weekly lessons from text-books, would demand more time than is *ordinarily* consistent with thoroughness in the other branches. Whether it is better for scholars to have a smattering in all these things, or to be well versed in a part, even a small part of them, will, I trust, no longer be made a question.

Reading in the schools, when properly conducted, has reference to three objects: to an ability to give easy utterance to written language; to the acquisition of general knowledge and discipline; and to the power of properly expressing thought and feeling by the tones of the voice. These are so intimately connected with each other that they cannot well be entirely separated and pursued apart. Still one of them may, at any given time, be the chief object of attention, while the others shall also be kept in view. The first must have the chief place in the primary school; the second, in the grammar school; and the third in the high school, or in the higher classes of the grammar school.

In the grammar school, the reading book should be made the source of more abundant and varied instruction than any other. It is the introduction to, and representative of, general literature, which, in the Public Schools, deserves at least an equal rank with science. It should be studied at this time, not merely, nor chiefly, for learning to utter easily and correctly the words of a sentence, or for acquiring elocutionary skill, but for exercising the intellect, the judgment and the taste, and for storing the mind with the choicest knowledge. The reading exercises are to the lower schools, what the study of the Latin and Greek classics are to the higher. They are to open the way for commerce with the general intellect of mankind. This kind of knowledge and culture is well suited to the wants of persons of the age here contemplated. In most schools, it is altogether too sparingly given. In others, the manner of giving it is faulty. The vocal reading of a piece, selected for a class exercise in reading, should be put off till it has been made a subject of study, of instruction and of recitation. And yet the common practice is to read first, and to have the examination and explanations come afterwards, if they come at all. Visit a school, and propose to hear a class read, and the chances are ten to one, the polite teacher will invite you to select a piece, as it makes no difference with the teacher or pupils. Would an elocutionist do the same, if he were to be the performer? If a class can read one piece as well as another, it must be a remarkably good, or a remarkably poor class. The latter is the safer inference. A passage that has not been thoroughly studied cannot be read well. How, then, must it be with an explanation of all that is contained in it? If all the best chapters in one reading-book only, and that not the highest in the series, could be studied in very short lessons, with frequent, but diversified reviews, it would do much more for genuine education than tripping through a whole series in the light *unthinking* way which is allowed by the common mode of teaching. I know it is said, that children tire of reading the same piece twice. That is true; and they tire of reading it once. And why should they not? What is there in thoughtlessly pronouncing the words of a paragraph, when one's turn comes, to interest the mind? The intellect, the imagination, the taste, the sensibilities are unmoved. The mind is nearly inactive, and, of course, vacant. In successive readings, connected with new objects of attention and corresponding instruction, the interest of a class would increase every time, until the subject, or the resources of the teacher, should be exhausted. A single paragraph might employ a class a week with a daily lesson, and the last might be the most interesting of them all. First, the general scope of the passage might properly be made the object of attention, and after it had been carefully studied with reference to that end it might be read by the class. In another exercise, all the facts asserted or alluded to by the writer might be ascertained, and, if necessary, be explained and illustrated by the teacher. This would, of itself, be one of the most appropriate of studies in the Common School. The piece might then be read with a better apprehension, and consequently with a better expression of its meaning than before. A third lesson might consist of the study of the exact meaning of the principal words of the paragraph, learned from their application and from the nature of the thought or image presented, quite as much as from the dictionary. School dictionaries generally define abstract terms by abstract terms, and by synonymous words. In both cases, the definition is liable to be no better understood than the word to be defined. These definitions may be committed to memory, and recited to the teacher, and yet the pupil be as devoid of ideas as he was at the outset. Besides, words so studied, have no *specific* character as understood by the pupil. The difference between similar words can best be learned by observing their actual use. A blunder is rarely made by a child, when he employs a word which he has seen or heard used in its proper connection; whereas it is the exception rather than the rule, if a word learned from the dictionary is not misapplied when it comes to be used by the pupil. In a fourth lesson, other words, which are ordinarily used when speaking of the same topic, both those which are synonymous and those which are antithetic, with their differences; the substitution of them for those used in the sentence, and a consideration of the objections against such a substitute in the particular case in hand; a reference to other words of the same derivation with those in the passage, classed together as constituting families of words,—these, and similar topics relating to language, may be examined and be made not only to advance the pupil's knowledge and power of discrimination, but to give him a better appreciation of the passage he is reading. Another exercise on the same lesson might consist of the analysis of the sentence and of the thought into their parts, approaching gradually the spirit, but not the forms, of grammar and logic. It will be seen that all this, while it improves the mind and stores it with knowledge, is one of the essential means for reading the piece with elocutionary effect.

As reading in schools must be influenced materially by the books used, and as these do more to form the sentiments and language of the pupil than anything else except the society in which he moves, a word here upon their proper characteristics may perhaps be allowed. For the sake of bringing all my remarks on this subject under one view, I will include the reading-book of the primary school. The primary reader should contain only such words as the children now understand or can easily understand. The construction of the sentences should be simple and easy. The subjects should be those with which the children are already familiar, descriptions, for the most part, of sensible objects. The matter should be important, deserving to be studied and remembered. The language should be simple, chaste, pure, and idiomatic. The ideas must be attractive as well as solid, and the language sprightly as well as correct. The pieces should be complete, forming a whole of themselves, with a beginning, middle, and end. They should be of suitable length to excite interest, and short enough for single class exercises. There should be variety, without going out of the proper range of subjects or style of composition. The reader for the grammar school, with which we are more particularly concerned, should not be limited to descriptions of material and familiar objects, but should extend to subjects relating to the imagination, and, in general, to that larger circle of knowledge for which the mind is now prepared. In the first book, the ability to read words and sentences was the chief object aimed at. With the second, the leading object is the extension of one's knowledge both in relation to the subjects treated of, and to the language. In other respects the same principles are applicable here as in the case of the first book. Stories and fables, and narratives in prose with a tinge of romance, and plain, easy poetry may now diversify the exercises. Still the subject must be worthy of being studied and remembered, and the language, however various, perfect in its kind. Moral and religious truth may be presented, but in a way that shall avoid monotony and tediousness. The higher productions of art should be reserved for another book; but nearly all species of composition, that involve no special difficulty in comprehending them, should be represented in a reader designed to introduce the pupils to the treasures of English literature. It is not enough for a compiler that he secure some one or more of these objects; all the objects mentioned should meet in every piece: that is, each piece should unite all the excellences of matter and form of which it is capable. The taste and judgment are now taking their form. Impressions now made will last forever. Whatever is low, negligent, and slovenly, should be excluded without regard to other redeeming qualities. Witty, piquant, or comical pieces should be sparingly introduced, partly because they do not bear frequent repetition and study, and partly because they may, if too numerous, create a distaste for what is solid, and foster a love for what is superficial and trifling. Acquisitions of real importance, and such as are adapted to give depth to the tone of the feelings, and strength and solidity to the character, ought at this time to be made by means of the reading exercises. It is no less important, on the other hand, to avoid premature gravity, for neither is the intellect yet prepared for those habits of thought which make one delight in maxims of prudence and sententious moral sayings, nor the heart for those stern feelings which result from the experience of manhood. The selections should, under a great variety of forms, be adapted to produce earnestness of feeling, without destroying its youthfulness. Every noble sentiment and ardent aspiration ought to be awakened by some one or other of these select pieces.

Of the higher reading books there is less occasion to speak. They are, in general, better prepared than the lower. The chief objection to them, is that which is applicable to all the rest, namely, that they presuppose higher attainments in the schools than exist there, and consequently the pupils are not sufficiently advanced to use them. Indeed, if there is any book which the teacher cannot fully explain, it is the reader for the highest classes.

There are advantages in having a series of readers on a uniform plan, and most compilers, who have had some success in producing a reading book, have set themselves at work to make others to match them. Generally, however, they have exhausted their resources in the first work, and the others are like the last line of many couplets, which have little merit beyond that of rhyming with the first. And it may well be doubted, whether a class, after having been a year or two under one compiler's system, has not enough of it, and whether the danger of flagging in their interest, caused by an impression of sameness, is not as great as that of passing from the best book in one series to the best in another.

Of writing and spelling I propose not at this time to speak, nor of the three branches of study named above which are now just beginning to be introduced.

To arithmetic may be applied the principles laid down in the earlier part of this Report. In the primary school nothing but a few preparatory oral exercises are supposed to have been given. The earnest study of the subject properly begins in the grammar school. The elementary principles of arithmetic cannot be too perfectly mastered at this time. Simple operations on small numbers, not guided by any formal rule, but by the nature of numbers as they will appear from inspection and trial, continued until every operation within this compass becomes easy and intelligible, and so familiar that they can never be lost, would lay a better foundation for mathematics than twice the amount of labor extending to high combinations. Confusion and perplexity, which are the common attendants of the latter course of procedure, destroy confidence in one's conclusions, and render the foundation of this science insecure and weak.

I cannot but think that much time is lost in the common practice of giving to a class a book with rules, to be committed to memory, and then setting them at work upon examples till they succeed in finding the answers given in the book. It not only narrows down arithmetic to a mere mechanical art to accustom one to view it under a set of rules, instead of a science of self-evident principles, but it trammels thought, stifles the reasoning powers, and destroys reliance on one's own independent conclusions. If one understands the nature of numbers, the contrivances are almost infinite by which a result can be worked out. All the ways in which small numbers can be combined, all the simple operations which are possible, should be tried till the pupil comprehends them, till they are as familiar as the multiplication table or the alphabet. All the rest is a logical process,—that of studying the conditions of a problem, resolving it into its parts, and deciding upon the simplest process. The evil of the common course is, that a child is put upon this part of the work before he can perform the ordinary operations on numbers with ease and accuracy. Besides, when he attempts the higher work, he is not only embarrassed with difficulties which ought to have been disposed of entirely beforehand, but he is unaccustomed to think independently, and rely upon his own judgment, having formed the evil habit of substituting memory for reasoning, and the authority of the book or teacher for the assurance of demonstration. The effect of this hasty and confused way of passing over so much ground in arithmetic can be traced through one's entire course of education. A general want of clearness, of entire comprehension and self-possession, is as apparent in the higher schools as in the lower. The reason of it is that the groundwork was never well laid, the elements were never properly mastered, and the rate of progress in the course of instruction was not graduated by the mastery acquired over previous parts of the course. Thus it often happens that a man, who has never studied arithmetic except in its merest beginning, when he is, by the demands of his business, compelled to make arithmetical calculations, will invent processes of his own,—make his own rules, and acquire both an assurance and a despatch that are rarely acquired in the schools. We often hear complaints made against books on arithmetic; what we most need is teachers; if they are right there will be but little trouble about books.

The estimation in which *English Grammar* is held, has been lowered within a few years, chiefly, as I think, in consequence of the technical manner in which it is taught. Definitions of the parts of speech and the parsing of words according to the arbitrary rules of the books, have been made altogether too prominent. When we consider how much time has been spent in schools on those barren exercises, in which one can be very expert and yet not be able to write a good English sentence, it will not appear surprising that so many voices have been raised against allowing that study to fill so large a place in a system of Common School instruction. What is needed is the introduction of the study of the English language, embracing a much wider view than that of technical grammar. One of the first exercises in the primary school should be to teach the children to express, in easy conversational language, their ideas on most familiar subjects. As soon as they come to use the slate and blackboard, they may write the names of objects and assert their most obvious qualities and actions under the correction of the teacher, and thus learn the groundwork of the structure of sentences. Afterwards, conditions, limitations and modifications of time, place, manner and cause, could be added provided the progress from simple to more complex constructions be very gradual. In the first reading lesson, the thought is to be expressed orally by the pupil in various forms, correctly of course, before the sentence is read aloud. At a later stage the passages selected for reading are to be made the subject of close study; the language is to be analyzed; the import of words and the reasons for using them, instead of others of similar character, are to be investigated. A grammatical reading might here follow, in which the structure of sentences and clauses should be examined, and other forms of expressing the same idea, such as expressing the qualities of things by adjectives, by the genitive case, by substantives, with their prepositions, and relative clauses; or an adverbial idea by a single word, by a substantive and preposition, and by an adverbial clause introduced by a conjunction. The object of these exercises should be to show the flexibility of the language, and to give the pupil the power of varying the form of expression as required by the precise character of the thought or the harmony of the sentence. It is important for the teacher to insist uniformly on the correct use of language in all the intercourse of the pupils with each other and with himself. Especially should it be required of them in all cases, in their school exercises, to express their thoughts with precision, neatness and propriety. Looseness of language is generally connected with looseness of thought. The mathematical teacher well understands this principle, and will not allow any inaccuracy or negligence in the forms of expression used by the members of his class. The teacher, who is in such haste that he cannot take the time necessary to insure the use of correct and appropriate language in his class exercises, but satisfies himself with answers and statements that he believes to be substantially correct, is doing an injury of a deeper character than that of training the young to faulty habits of speech. Speech is the image of thought. If, therefore, the copy be confused or defective, the fair inference is that the original is no less so.

A true analysis of the English language, founded not on outward and accidental forms, but upon the character and form of the thought, an analysis that is concerned with the spirit and soul of language, and not merely with single words by themselves, is very valuable in two points of view. It furnishes as perfect a means of training the mind to close habits of thought and of nice discrimination, as any other branch of study in the schools. It also gives to the individual, who has learned from usage the idiomatic forms of the language, the means of deciding in cases that would otherwise be doubtful, whether or not a given construction is complete and logically and grammatically correct. Except in this limited sense, no man ever yet learned either to speak or to write the English language correctly from the study of grammar. The study of the parts of speech, as they are called, in order to parse all the single words of a sentence, is by no means useless. The history of the study of the English language, the necessity of understanding the terms used by critical writers on the subject, and the convenience of having names for individual words in speaking of the parts of a sentence, require some attention to the subject. But the idea that the forms of grammar given in our books which treat of the parts of speech enable one to explain adequately the genius of the English language, and to use it with ease and propriety, is entertained by so few, as to require no further notice. These forms of grammar ought, therefore, to be included in a more comprehensive and philosophical system, and grammar itself ought to be but an integral part of a course of study and practice in the English language, which should begin with the young child and continue as long as he continues to think, read and speak.

In *geography*, as taught in the schools, there is great confusion, arising partly from the want of clear views of what can and of what cannot be well taught to the young, and partly from a want of correct ideas in respect to the order in which the several facts and principles of this branch of study should be taught. The great importance attached to political geography and to statistics, for children, shows that neither the nature of the youthful mind, nor the comparative utility of different parts of geography, nor the dependence of political upon physical geography, has been duly considered. Has the child any comprehension of the political interests and civil institutions of the nations of the earth? Can the study of them, in very early childhood, be anything but a mere work of the memory? Nothing can be more unattractive, and few things more useless, than statistics to a young pupil. He is not able to reason from them now, and by the time he shall reach the period of manhood, they will be so changed as to be worthless. Facts like these, and like the lengths of all the rivers and chains of mountains, and the boundary lines of small states and territories, not being arranged in any philosophic or even natural order, are retained ordinarily but a few weeks. An enormous amount of labor is necessary to make them remain in the mind till the day of the examination of the school; and in three months from that time, a great portion of them are forgotten. It is the eye and the imagination, exercised upon the forms and relations of things, that are properly first employed in the study of geography. These forms are subjects adapted to the mental powers and habits of children; and are, moreover, the very things on which geography, as a practical science, depends. The finishing of the various apartments of a house, though very useful and necessary, should not precede the foundations and frame of the building. So in geography, that should come first which is a necessary foundation for the support of the rest.

The elementary ideas which must be used in this study, such as those of mountains, valleys, rivers, &c., can be more readily and more perfectly acquired by observing the features of the country in one's vicinity, than from a book. It is of the utmost importance that these ideas be truthful, as well as clear and familiar. The transition from the actual forms of parts of the earth to the map, ought not to be sudden. Models, plans, views in perspective, and sections, may all be used with advantage in aiding the imagination properly to interpret the maps. After such a preparatory course has been pursued, a globe and physical map of the world, without any book, with nothing but the living teacher, are the first things to be placed before the class. The globe will aid the mind in giving a right form to its conception of the earth, and the map, colored to represent elevations and depressions, but without names and political divisions, will enable the pupils more readily to compare the continents and oceans, the mountains, lowlands and rivers, with each other. The first course given to a young class should be a complete view of the earth in a mere outline, excluding all details. The object now aimed at, is a correct picture, in the mind, of the earth as a whole, with only its leading features. The imagination is confused by a multiplicity of details, and the understanding is misled if that which is secondary is placed on the same footing with that which is primary. The relation, magnitude, form and position of the continents, great islands, table lands and low lands, and chains of mountains, now may be observed and fixed in the memory by resemblance and contrast.

A class will then be prepared to take a single continent by itself. Its figure, drawn approximately in straight lines on the blackboard, and compared with the view presented by the map, should be the first point to be considered. It should be studied so as to be recognized, just as we recognize the features of a man. It will appear in the course of time, that the productiveness of a continent, and its commerce, are essentially modified by its form. Its length, its breadth, its coast line, its direction as extending north and south, or east and west, are among the most essential points in its geography. What if South America were of the form of Africa? or if the whole American continent extended east and west, instead of north and south? The entire character of the new world would be materially changed. After the general form of a continent, without minute details, has been stamped indelibly on the mind, the points of latitude, three in number, in those continents which are of a triangular form, like North and South America, as settling the climate, and with it the character and occupations of the people, should come next in order, and be thoroughly committed to memory. From these, the length of the continent, the number of its different climates, and the relative position of any part of it, with respect to latitude, can afterwards be easily inferred. With the addition of the longitude of the same points, the absolute position of the continent is settled, and may be learned and ever retained in the memory. With such facts fixed in the mind, the student would not need, in the case of North America, for example, to study the climate of each of the several states separately. If he knows in what part of the continent any particular state is situated, he can decide for himself the question of its climate, for he has the premises from which he can ascertain very nearly its latitude. Knowing the extreme points, and their distance from each other, he could readily measure off in his imagination, a half, a third, or a quarter of that distance, as the case might require. At a later period, the secondary features of the same continent may be studied; its coast outline more accurately determined, first by shorter straight lines than those used before, afterwards with curved lines. Then the pupil will be prepared to pass to the internal structure of the country; to notice first of all the frame-work of its mountain system, whether the crest runs longitudinally or across the country; whether it skirts one side of the continent, as in America, or is broken up by the meeting and crossing of different systems, as in the centre of Europe; whether half the continent is upland, as in Asia and North America, or only a single ridge, with a few spurs, as in South America. The net-work of the river system, the intercourse inland and by the seas, the great open spaces for large empires, as in Russia and different parts of Asia, or small basins, enclosed by mountains, for small states, as in Italy and Germany,—these and many other similar conditions of civilization, will ultimately be seen to grow out of the internal structure of a continent, with reference to its mountain system. It is a sort of frame, formed by Providence, into which the nations of the earth are placed to work out their destiny. From a knowledge of this, together with a general view of history, the political divisions of countries may be made to appear natural and easy to be comprehended. How much better at the commencement of the study and until near its close, in the Common Schools, would be this attention to the permanent and all-controlling forms of nature, than tracing the thousand petty and variable lines that separate states, and their greater and smaller sub-divisions. With a knowledge of the former facts, the latter become easy; while the latter alone are neither clear in themselves, nor influential in respect to a knowledge of the others. Neither the memory, then, storing away its undigested materials, nor the higher reason, making the young learner to assume the character of a political economist, is the main faculty to be addressed in the study of elementary geography, but the imagination, and the understanding in its humbler exercises, and the memory in subserviency to both. Form, which is a leading geographical element, must address itself either to the eye or to the imagination. The positions, relations and uses of things, so far as they need to be considered in the earlier parts of this study, are fully within the reach of the understandings of pupils in a grammar school. Higher questions in geography cannot be suitably considered in these schools, but they will find their explanations easily when the mind becomes mature, when the demands of business call for them, and when reading and thinking and discussion become the settled habits of one's intellectual life.

With these imperfect hints and suggestions on certain points in the methods of instruction pursued in the schools, I must, for the present, leave the subject, in order to devote the remaining part of this Report to an account of the *Operations of the Board*, during the past year.

There is reason to believe that the educational system of the State has been made much more efficient during the last year, than during any other year of its history. In addition to the general impetus given to education in former years, which still continues in all its force, there has been a combination of strong, direct and present influence felt simultaneously in nearly all parts of the Commonwealth. The Normal Schools furnish their full quota of recruits to swell the corps of well-trained teachers. The Teachers' Institutes are receiving favor and doing a work for which no precedent can be found in any previous year. The two agents of the Board are among the people, arousing their attention, proposing improvements in all the practical details of applying school money, of arranging districts, and of building houses, harmonizing conflicting interests, converting private schools and academies either into Public Schools, or auxiliaries to them; and attending public meetings and conventions of teachers, advising with school committees, and visiting schools and aiding teachers by their suggestions.

In all the efforts put forth by the State, through its various organs, there has been observable an unusual degree of coöperation from all those individuals and bodies of men, from whom it might reasonably be expected. The officers of the State government, members of both branches of the Legislature, professional and literary gentlemen, voluntary associations of teachers, school committees, and many citizens of the Commonwealth, in various ways, have manifested great readiness to render personal service, whenever occasion called for it. No better evidence could be furnished that our system of popular education enjoys, in a remarkable degree, the confidence and favor of the people.

There is only one point on which I wish particularly to recommend further legislative action. The representations made in my last Report, in reference to the Normal Schools, need not be repeated. What was then said, is as applicable now as it was at that time. The unusual success and efficiency of the Teachers' Institutes show that they are capable of being rendered an instrument of greater power than was supposed when provision for their establishment was first made. If a public measure deserves increased support when its utility is demonstrated by accomplishing more than was expected, and by revealing, in the course of its action, still greater facilities for usefulness, with a little expansion of the system, then the history of these institutes has shown, that, of all the modes of action which have been devised for advancing the actual education of the people, none are superior to this. The opinion once generally entertained, that these will be needed only as a temporary expedient, till the operation of the Normal Schools shall be more generally felt, must be abandoned. They do not depend, either for their utility or for their support, on any deficiency in the number of teachers trained in the Normal Schools, but on their adaptedness to keep alive a spirit of improvement in the whole profession of teachers. They are as much resorted to by the more experienced and skilful teachers, as by any other class, and are as beneficial to them as to any others. Though their attendance may not be absolutely necessary to enable them to perform their duties with success, it does increase the measure of their success as much as it does that of any other class. If persons of good intellect and of commanding influence can be stimulated and guided so as to become more zealous and efficient, if the best among the great body of teachers can be induced to make rapid strides towards that eminence to which they ought always to aspire, the value of that progress in them is not only as great as it would be in others of a lower order of mind, but it is even greater, because it carries with it the latter as a natural consequence. It would be of but little use to work upon the weaker intellects and upon the more ignorant minds, if there were to be a stagnation in those who give to the profession its character. But if a high state of mental activity can be kept up in the whole body, elevating those who are low in their attainments, and carrying still higher those who are already highest, then a work is accomplished whose influence will be universally felt by the thousands who are receiving their training under this great company of teachers. No one who is acquainted with the teacher's art, as it is practised in some parts of Europe, and with the general character of the teachers in our Public Schools, can for a moment entertain the idea that our teachers, even the best of them, are already all that can be desired, or that there is no room for further improvement.

It cannot be doubted, that if, instead of twelve Institutes in a year, occupying as many weeks, there were to be fifty-two, with the same teachers that are now engaged permanently, they would all be well attended. It would then be nearly three years before every town would have an Institute held within its own borders. The teachers now often attend several Institutes during the year, and travel from fifty to a hundred miles, at their own expense, to reach some of them. They feel that they have but just begun to learn, and need more aid from the eminent men to whose instructions they have been listening for the space of a week, in order to carry on their studies alone to advantage. The towns, too, are ambitious to have Institutes held in them, in order that the whole mass of the people may be enlightened and put upon a right course in respect to the schools. Though they uniformly furnish board to the teachers, gratuitously, they are literally clamorous for having their turn come early. Within a territory not exceeding about twenty or thirty miles in extent, there are now before me five invitations for Institutes, and three of these are already of nearly two years' standing. But there are some considerations against greatly extending the number of Teachers' Institutes. If they remain substantially as they now are, or their number be but moderately increased, the interest taken in them will be more likely to be permanent, partly because they will not be so common, and partly because they now recur at regular intervals semiannually. Again, there is some reason to believe that the larger towns and cities do not receive their share of aid in this respect. It is true that, generally speaking, the *necessity* for Institutes is greater in other places than these; still the *utility* of them would be as great in the one case as in the other. But it is hardly practicable to hold them in such places. The schools are annual schools; the teachers are employed all the time, except the vacations; and then, both their wasted energies and the season of the year require recreation in the country. To dismiss all the schools in the midst of a term, would be a greater interruption than is now occasioned elsewhere, and yet this would be necessary if an Institute were held in cities, where the terms of all the schools begin and close about the same time with each other. Now, to obviate all these difficulties, something analogous to Teachers' Institutes might be held in all the cities and large towns, during the evenings of the winter sessions. Of the same teachers now employed in the Institutes, a part might be selected to give only such instructions as would be peculiarly adapted to the teachers of the city schools. That the teachers of the primary schools in our cities would be greatly benefited by such a course, and that multitudes of schools would be made decidedly better, by improved methods of instruction in certain departments, where great deficiencies universally exist, is too evident to need remark. But with such gentlemen as are employed in this service, there would, no doubt, be a general attendance on the part of teachers from the higher schools. I would therefore recommend that the sum of $1250 be appropriated to enable the Board of Education to make such further provision for holding Teachers' Institutes, in a modified form, as the wants of the cities and large towns of the Commonwealth shall seem to them to require.

The number of Teachers' Institutes held during the year is twelve, the greatest that the law will allow. More would have been held if provision had been made for them. They were as follows:—

At Royalston,	March 10–15, 1851.	No. in attendance,	111
" Pittsfield,	" 17–22,	" " "	150
" Lawrence,	" 31–April 5.	" " "	101
" Ware,	April 14–19.	" " "	103
" Blackstone,	" 21–26.	" " "	64
" N. Attleboro',	" 28–May 3.	" " "	107
" Petersham,	Oct. 6–11.	" " "	206
" W. Newton,	" 13–18.	" " "	152
	(Besides 100 from the Normal School.)		
" Stoughton,	Oct. 20–25.	No. in attendance,	74
" Southbridge,	" 27–Nov. 1.	" " "	114
" Northboro',	Nov. 3–8.	" " "	124
" Barnstable,	" 17–23.	" " "	129

Making the total number in attendance, ... 1435
And the average attendance a fraction less than . . . . - . 120

These Institutes are all under the personal superintendence of the Secretary. The Board of permanent Instructors employed by him, are

Professor S. S. Greene, Superintendent of the Public Schools of Providence, and Professor of Didactics in Brown University, teacher of Grammar.

Mr. D. P. Colburn, formerly teacher in the Bridgewater Normal School, teacher of Arithmetic.

Prof. William Russell, Principal of the Merrimac Normal Institute, teacher of Elocution.

Lowell Mason, Esq., of Boston, teacher of Music.

Prof. A. Guyot, teacher of Geography.

Mr. W. J. Whitaker, Principal of the School of Design, in Boston, teacher of Drawing.

In addition to the above-named individuals, Professor Agassiz is conditionally engaged for the ensuing year.

The number and cost of dictionaries, furnished to Public Schools at the expense of the Commonwealth during the year ending December 31, 1851, according to the Resolves of May 2, 1850, are—Webster's Dictionary, 340 copies; Worcester's Dictionary, 8 copies; at an expense to the State of $1,376.

Whole number of copies furnished since the Resolves took effect,—Webster's Dictionary, 3058 copies; Worcester's Dictionary, 111 copies; total expense to the Commonwealth, to January 1, 1852, $12,454.

The whole number of Public Schools, according to the last returns, is 3,987. As comparatively few of these are primary schools, which are not entitled to a dictionary under the Resolves, there remains a large number of schools still to be furnished. Every town in the State, with one exception, has made application, through its committee, for copies, yet in many towns there are some districts that have failed to comply with the condition expressed in the Resolves, and consequently those towns are but partially supplied.

The following is a summary of statistics relating to the Public Schools of the Commonwealth:—

No. of towns in the Commonwealth,	322
No. of towns that have made returns,	320
No. that have neglected to make returns,	1
One town (W. Roxbury,) was incorporated at the last session of the Legislature, and is included in the returns of Roxbury,	1
No. of Public Schools in the State,	3,987
Increase of Public Schools for the year,	109
No. of persons in the State, between 5 and 15 years of age,	196,536
Increase of persons between 5 and 15 for the year,	3,304
No. of scholars, of all ages, in all the Public Schools, in summer,	179,497
Increase, for the year, of attendance in summer,	3,153
No. of scholars, of all ages, in all the Public Schools, in winter,	199,429
Increase, for the year, of attendance in winter,	5,026
Average attendance, in all the Public Schools, in summer,	132,422
Increase for the year,	3,607
Average attendance, in all the Public Schools, in winter,	152,564
Increase for the year,	2,955
Ratio of the mean average attendance upon the Public Schools, to the whole number of children between 5 and 15 years of age, expressed in decimals,	.72
No. of children under 5, attending Public Schools,	17,757
Decrease for the year,	25
No. of persons over 15, attending Public Schools,	20,996
Increase for the year,	2,788
No. of teachers in summer,—males, 345; females, 3876; total,	4,221
Increase for the year,—males, 20; females, 75; total,	95
No. of teachers in winter,—males, 2087; females, 2386; total,	4,473
Decrease, for the year, of male teachers in winter,	30
Increase of female teachers in winter,	199
No. of different persons employed as teachers in the Public Schools, during the year,—males, 2138; females, 4853; total,	6,991
Increase for the year,	256
Average length of Public Schools, 7 months 14 days.	
Average increase to each Public School, 2 days.	
Aggregate increase, 7,974 days.	

Average wages of male teachers, per month, including board,	$36 29
Average wages of female teachers, per month, including board,	15 25
Amount of money raised by taxes, for the support of schools, including only the wages of teachers, board and fuel,	915,839 53
Increase for the year,	51,171 68
Increase for the year previous to the last,	34,704 31
Amount of voluntary contributions of board, fuel and money, to maintain or prolong Public Schools,	39,652 07
Increase for the year,	4,947 76
Amount of money appropriated to schools, as income of local funds,	34,372 92
Aggregate expended on Public Schools, for wages, fuel and superintendence,	1,021,775 66
Increase for the year,	63,274 33
Amount raised by taxes, for the education of each child in the State, between 5 and 15—per child,	4 71
Increase for the year, per child,	19
The law requires each town to raise by tax, at least $1.50 per child between 5 and 15, as a condition of receiving a share of the income of the State School Fund.	
No. of towns that have raised $1.50 or more, for each child between 5 and 15, according to returns,	318
No. of towns that have raised less than $1.50 for each child between 5 and 15, which have made returns,	2
No. of towns that have raised twice this sum ($3.00) or more, per child between 5 and 15,	173
Increase for the year,	11
No. of incorporated academies returned,	69
Average number of scholars,	4,154
Aggregate paid for tuition,	$65,612 65
No. of private schools,	785
Decrease from last year,	60
Estimated average attendance upon private schools,	16,658
Estimated amount paid for tuition in private schools,	$266,312 32
Amount expended on public and private schools and academies, exclusive of the cost of repairing and erecting school edifices,	1,353,700 63

BARNAS SEARS,
Secretary of the Board of Education.

BOSTON, December 10, 1851.